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Ursinus College: A History of its First Hundred Years

Calvin D. Yost
Ursinus College

URSINUS COLLEGE

A HISTORY OF ITS FIRST HUNDRED YEARS

Calvin D. Yost, CLASS OF 1930

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by CALVIN DANIEL YOST,
Class of 1930

Designed by Carl Gross

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FOREWORD

THIS attempt at a history of the origin and founding of Ursinus College and of its first century was begun in 1967 and was continued in the intervals that could be snatched from the triple burden of teaching, administration and planning that I was then carrying. This load of responsibility frustrated its completion in time to be published as a part of the centennial year's celebration.

Its publication fifteen years later is owing to the initiative and energy of H. E. Broadbent, III, director of Myrin Library, to whom I wish to express my warmest appreciation.

I owe warm thanks to James R. Rue, college archivist, who selected the pictures appearing in the history, to Wilda Schatz, who typed the original manuscript, and to Sandra Risher, who prepared the final copy for the press.

My deepest appreciation is owed to Elizabeth, my wife, for her constant encouragement and support through the years of gestation and since. Furthermore, she made the index and wrote part of the final chapter.

The text has not been substantially revised and thus represents Ursinus as seen from the perspective of 1970. Any and all faults, or sins, of commission and omission are to be charged to the author.

CALVIN D. YOST

INTRODUCTION

THE first century of Ursinus College, from 1869 to 1969, is not an inert artifact of history. It is the foundation for the thriving and aspiring liberal arts college we know today. Already working into the second century, we will know better where Ursinus is going if we know better the policies, actions, and external forces that took the College through the first one hundred years.

This book will entertain all those who care about Ursinus. More than that, it will shed light on the driving force that comes from our roots and that still influences the way we teach and the way we go into the future.

The author's life-long association with Ursinus uniquely equips him for writing its history. He grew up with the College as the son of a professor and then made a career in its classrooms and in the library. For those of us who were students of the author, the book will have the added value of reminding us of his respect for facts and of his impeccable approach to scholarship.

Calvin D. Yost, Jr., like his father, was closely involved in the operation and development of the College library. This makes it fitting that any excess of revenues over expenses in the publication of the history will be used to purchase books for Myrin Library in his honor.

In this history we see the struggle, over ten decades, of many men and women who believed in Ursinus College. Through good and bad times, they valued liberal learning and the possibilities of the human spirit informed by religious principle. I hope that the book will engender a new respect for what they thought and what they did.

I thank Calvin Yost for writing the book. It enriches the College and all those who know and care about it.

RICHARD P. RICHTER
President, Ursinus College
March 1985

Todd's School, founded in 1832, was a one room grammar school located on part of what is now the Ursinus College campus (opposite Super House). It was the Freeland Public School from 1844 to 1874.

Chapter 1

THE PREHISTORY AND THE FOUNDING

IT has been the time-honored, if not always candid, practice of American colleges to claim as great antiquity as they can, usually by arrogating to themselves the seniority of non-collegiate educational institutions which either existed on the site of the college later to be established, or developed into the authentic collegiate foundation. By this form of polite fiction it could be claimed that Ursinus College began with the founding of Freeland Seminary in 1848 or, by a more tenuous claim, with the establishment of Todd's School in 1832. Todd's School, a one room grammar school, was located on part of what is now the campus. Freeland Seminary occupied adjoining property and was incorporated as the Academic Department of the College when Ursinus was founded in 1869.

But the history, if not the existence, of Ursinus did begin before the granting of its charter by the Pennsylvania legislature on February 5, 1869. Ursinus was the outcome of a protracted and bitter contention in the German Reformed Church, a dispute of such intensity that it threatened for a time to split the Church. Some of the essential issues in the struggle seem to a non-theological observer of the twentieth century as hair-splitting and as academic as the famous medieval argument over how many angels could sit on the point of a needle. But it must be remembered that to the clergy and laity of the Church in the mid-nineteenth century these were matters of spiritual life and death. What is recorded here is a deliberately simplified account of the main sources of contention and the specific events and conditions that produced Ursinus.

The German Reformed Church, or the Reformed Church in the United States, was historically Calvinistic, deriving its theological dogmas from John Calvin, Ulrich Zwingli, and Zacharias Ursinus. Doctrine and polity had changed very little from its founding in the sixteenth century in Germany. The Church in America was primarily congregational in government and simple, or what came to be called "low church", in its patterns of worship. It found its ultimate authority in the

Bible rather than in any of the historic creeds or formularies of Christianity however ancient or revered.

Change, and dissension, came through the gradual development from about 1840 on of what was to be called Mercersburg theology (the eastern theological seminary of the Church was located in Mercersburg) or Nevinism, after Dr. John Williamson Nevin (1803–86). Professor of Theology at the Seminary from 1840 to 1851, acting president of Marshall College from 1841 to 1853, and president of Franklin and Marshall College from 1866 to 1876, he was the acknowledged leader of the movement to develop and alter Reformed theology and the Church. Though of Presbyterian background and educated at Princeton, Dr. Nevin gradually developed a theology akin to that of high Lutheranism and Anglo-Catholicism. It was called by some of its adherents a "Christocentric theanthropological" theology. To put it more simply, it stressed the incarnation of Christ more than his death and atonement, it held that the creeds and the early tradition of the Church were of higher authority than the Bible, it maintained that the sacraments had objective power and that ministers had a priestly office. It advocated the adoption of a formal fixed liturgy, the use of an altar in the church, and the abolition of free prayer. All of these ideas were anathema to those who did not believe in "historical development" as it was called. They sensed that, intentionally or not, the cumulative effect of these innovations would be to transform the church of their fathers into something strange, something not "echt Reformiert."

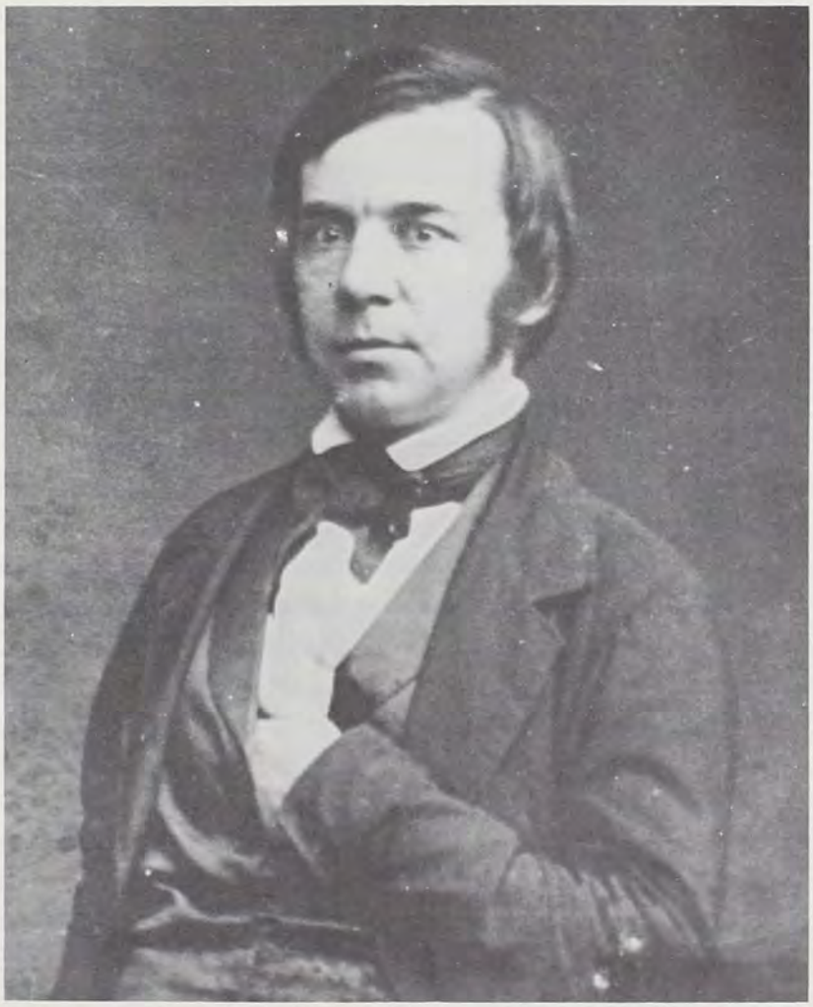
Just as Nevin and his associates did not develop Mercersburg theology all at once or indeed see clearly where it was leading, neither did those who came to oppose it see for some time the scope of the transformation which it portended. Especially was this true of Dr. John Henry Augustus Bomberger (1817–1890), who was to become the leader of the "low church" party and the founder of Ursinus. An active and producing scholar from his early days as a pastor on, Dr. Bomberger was not at odds with Mercersburg for some years and his stance might be called irenic until the 1850's.

The specific chain of events leading to the founding of Ursinus began with an action taken at the Eastern Synod at Hagerstown in 1848. A proposal had been made preceding that synod that an improved order of worship, or liturgy, for the Church should be prepared. At the Hagerstown Synod a committee was appointed, with Dr. Bomberger as chairman, to "take into consideration the whole matter of progress in this direction." At the Synod at Norristown in 1849 the committee made a report favoring the preparation of an order of worship containing such forms as were peculiar to the German Reformed Church and in keeping with its doctrines and history. It recommended that in the creation of the new order of worship the Palatine Liturgy should be "followed as the true ideal and as furnishing the larger portion of the material needed." At this time Dr. Bomberger was the central figure in the deliberations, and the report reflected his position as it was then and as it remained.

The Synod at Norristown approved the report and appointed a new commit-

tee, with Dr. Nevin as chairman and Dr. Bomberger as one of the members, to prepare an order of worship on the basis of the recommendations just described. But as the new committee proceeded to carry out its assignment a sharp division of opinion became apparent. Dr. Bomberger and those who agreed with him favored a "pulpit" liturgy completely consonant with the historical practice of the church from its inception in the sixteenth century. But others, and, as it subsequently proved, the majority, favored an "altar" liturgy based on Anglican and Lutheran precedents.

The split in the thinking of the committee was made clear in the "Provisional Liturgy" which it submitted to the Synod at Allentown in 1857. The Synod did not formally sanction but allowed the use of this liturgy, which was in fact not one but two orders of worship, the one consisting of a form in the old Reformed tradition and the other of an altar liturgy with responses and elements that "seemed to partake of a Romanistic nature." The committee had attempted to satisfy both bodies of opinion within itself and the Church at large, but it did not succeed. The matter dragged on for a few years as the division hardened.



Dr. John Henry Augustus Bomberger (1817–1890), an active and producing scholar from his early days as a pastor on, became a leader of the "low church" party in the German Reformed Church and subsequently founder and first president of Ursinus College.

In 1861 the Synod at Easton resolved that one order, not two, was needed, and it instructed the committee to proceed "in a way not inconsistent with established liturgical principles and usages, or with the devotional and doctrinal genius of the Reformed Church." To the adherents of Mercersburg theology the first part of this instruction was the operative element; to Dr. Bomberger and his associates the second part was the essential direction, and there seemed at that time no *via media*. The split of opinion, which involved not simply the nature of the order of worship but the distinctive character of the Church, came into fuller view in the Synod at Chambersburg in 1862, for there the committee presented two reports, the majority one written by Dr. Nevin and the minority one by Dr. Bomberger. The Synod did not resolve the issue but simply continued the committee, whereupon the majority pursued their labors and submitted the "Revised Liturgy" to the Synod at York and, a few weeks later, to the General Synod at Dayton in 1866.

At the Synod in York Dr. Bomberger was jeered and interrupted by members of the opposition as he again made a minority report protesting the disregard of the original instructions given the committee. In the action taken the committee was discharged, optional use of the Revised Liturgy was allowed in Eastern Synod until adoption by the Church at large, and the Revised Liturgy was referred to General Synod. In Dayton the action was passed (64 to 57) that the Revised Liturgy "be and is hereby allowed as an order of worship proper to be used in the congregations and families of the Reformed Church." In both Synods the actions were permissive rather than mandatory, but the adherents of Mercersburg interpreted them as constituting full approval and sought to introduce the Revised Liturgy wherever they could, even using the authority of Synod to implement their desire.

Although outvoted at Dayton as it had been in earlier tests of strength, the low church party did not give up the fight, and a short but intense warfare of tracts ensued, the chief documents of which were Dr. Bomberger's "The Revised Liturgy" in 1866, Dr. Nevin's "Vindication of the Revised Liturgy" in 1867, Dr. Bomberger's "Reformed, not Ritualistic" that same year. In the first the proposed remedy was to modify the Provisional Liturgy, that of 1857, changing in it all parts of doubtful impact or contrary to pure doctrine. In the rejoinder Dr. Nevin sought to establish that the theological position espoused by Mercersburg was consonant with that of the Christian Church in terms of its whole history, not simply that of Protestantism since the Reformation, and to show that those who believed as Dr. Bomberger did were in fact schismatic. In the counter-rejoinder Dr. Bomberger gave a full, even elaborate, statement and defense of the distinctive beliefs and practices of the Reformed Church, warning that the "new" theology of Nevinism would not only destroy the distinctive nature of the historic faith but weaken its hold upon its believers and lead to defections. This last prophecy was fulfilled.

Without assessing the whole controversy in extenso it can be said in the easier perspective of a hundred years that there was sincere belief on both sides and that both sides won and lost. The crucial point is that Dr. Bomberger and those who thought as he did were in the minority. Had they been the majority Ursinus would

never have been founded. But as matters stood they saw little hope of saving the Church from what they believed to be a terrible perversion. Franklin and Marshall College and the Seminary at Mercersburg (it moved to Lancaster in 1870) were in the hands of their opponents. So also were the *Reformed Church Messenger*, the official church paper in the East, and the *Mercersburg Review*. Thus they could expect to be outvoted in the synods, as they had been time and again, and they had no publication in which to state their case and no college or seminary in the East in which to train new champions for the historic faith. That it was in dire straits was, they felt, shown by the fact that several ministers trained in Mercersburg and several students and faculty members at Franklin and Marshall became converts to Roman Catholicism. The times called for extreme efforts.

The first step was taken on February 5, 1867, when a small group met at the home of Emanuel Kelker in Harrisburg and resolved on three measures: 1, to call a general conference of those opposed to the Revised Liturgy; 2, to found a college "das auf dem Grunde der alten lehre der Väter stehe"; 3, to start a monthly magazine to defend their principles. Circulars were sent in July to 337 persons, inviting them to the conference, which was held in Myerstown on September 24. One hundred and ninety persons attended, of whom 36 were ministers. Most of those attending were Pennsylvanians, and there was a handful of people from Maryland, Ohio, and North Carolina. The "low church" party was strong in the South and West, but the Myerstown Convention as it was thereafter called represented chiefly the Eastern opposition to Mercersburg.

In the Convention resolutions were passed declaring loyalty to the German Reformed Church and opposition to the new liturgy both for its intrinsic nature and for the unconstitutional and high-handed efforts being made to introduce it. The ongoing work of the Convention was delegated to a "Business Committee" composed of four clergy, the Revs. F. A. Rupley of Middletown, Md., A. S. Vaughan of York, George Wolff of Myerstown, and J. H. A. Bomberger of Philadelphia, and seven laymen. In their hands were laid the tasks of founding the proposed monthly periodical and the college.

The first issue of the *Reformed Church Monthly* appeared in January, 1868. Dr. Bomberger was the chief editor and writer, and associated with him were Dr. Jeremiah H. Good, professor of mathematics in Heidelberg College and of theology in the Theological Seminary there (Tiffin, Ohio), and Rev. Professor J. H. Klein of the Mission House in Sheboygan, Wisconsin. These were not token associates, for the western part of the Church was firmly on the low church side. Dr. J. H. Good and Dr. George W. Williard, the president of Heidelberg, were as staunch and combative in their opposition to Nevinism as Dr. Bomberger. During the nine years of its existence (1868–76) the *Reformed Church Monthly* was an aggressive and hard hitting publication, owing much of its vigor to Dr. Bomberger, who once in the arena of theological forensics gave and asked no quarter. The *Monthly* was used also to describe and publicize Ursinus and its seminary, and is therefore an authoritative source of information on the earliest years.

The "Business Committee" appointed at the Myerstown Convention was geographically too spread out for effective action in the major enterprise it was to undertake, and so on November 10, 1868 six persons—the Rev. J. H. A. Bomberger, First Church; John Wiest and Abram Kline, Christ Church; A W. Myers and William L. Graver, Trinity Church, all of Philadelphia; the Rev. H. H. W. Hibschman, St. Luke's Church, Trappe—met in Philadelphia and took the following action:

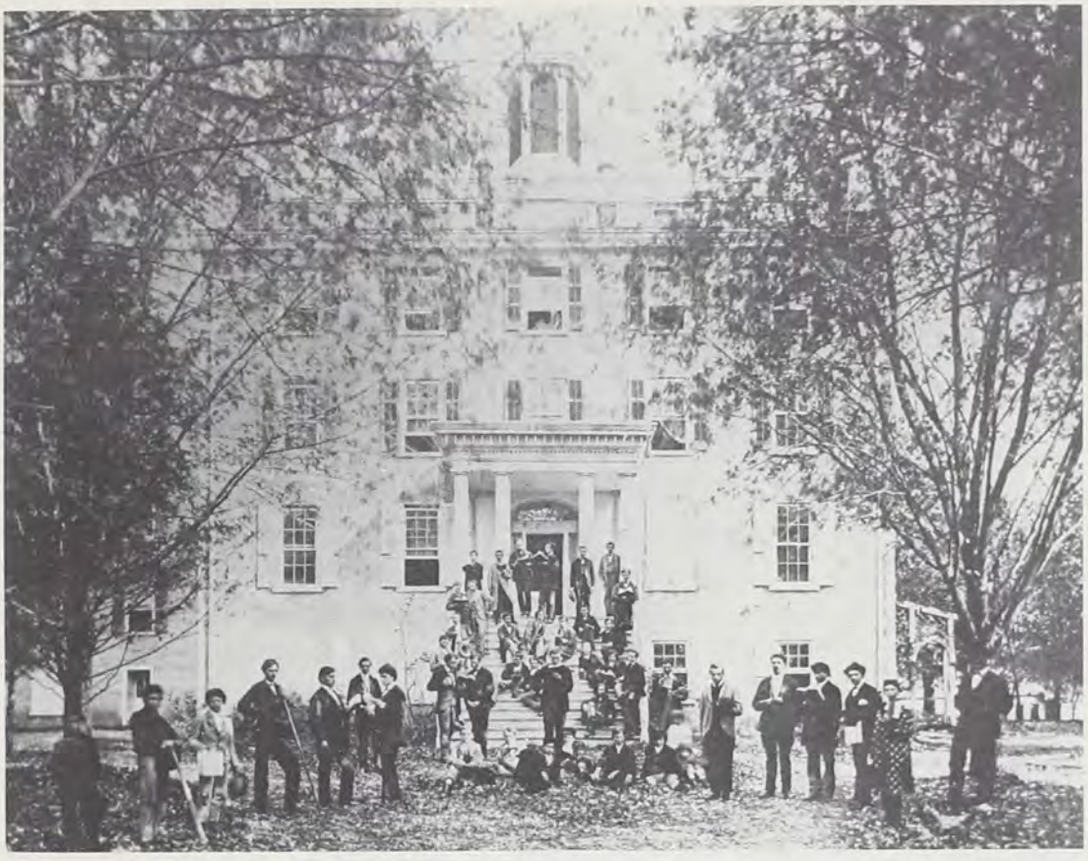
> WHEREAS, there is an increasing demand in the Reformed Church for educational facilities, and whereas we have no such school in this section of our Zion distinctively Reformed and adapted to the wants of our sons, both intellectually and morally, therefore
>
> RESOLVED, that we found and establish at such a place as hereafter be determined an institution of learning that shall afford young men the advantage of a collegiate education.

The reference to "this section of our Zion" is a little puzzling. It could mean the bounds of Philadelphia Classis (Philadelphia and Chester Counties and the lower part of Montgomery County), in which support for the venture was strong. More probably it meant the East generally as distinguished from Ohio and the West where the orthodox Heidelberg was situated. The resolution was not meant to imply that the new college should be either sectional or rigidly sectarian, that is, exclusively Reformed, in character. From its opening Ursinus drew some support and students from other denominations and other areas, although at the outset few came from beyond the immediate area.

On December 29, 1868 the Board of Directors was named. It consisted of the following persons: from Philadelphia, W. D. Gross, Abram Kline, H. K. Harnish, John Wiest, A. W. Myers, A. Van Haagen, J. H. A. Bomberger, J. G. Wiehle, J. Dahlman, George Schall, W. L. Graver, and N. Gehr; from Chester County, J. Knipe, William Sorber, and Nathan Pennypacker; from Montgomery County, James Koons, Henry W. Kratz, Abraham Hunsicker, Sr., J. W. Sunderland, H. H. W. Hibschman, and Emanuel Longacre. The organization of the Board was completed on January 12, 1869 with the election of the following officers: President, Abram Kline, Philadelphia; Vice-president, the Rev. H. H. W. Hibschman, Trappe; Secretary, Henry W. Kratz, Trappe; Treasurer, J. C. Wanner, Philadelphia. A few years later (1873) Abram Kline resigned from the presidency of the Board and was succeeded by Henry W. Kratz, who held this key position until 1910.

Application was made on behalf of this self-constituted board for a charter for the new college. Contacts were made and the preliminary negotiations in Harrisburg were conducted by Henry W. Kratz and J. Warrene Sunderland, representing the Board, and by Montgomery County's representatives in the State Legislature, Senator Stinson and Representatives McMiller and Eschbach. The charter, which will be quoted and commented on a little later, was granted on February 5, 1869, just two years after the initial meeting in Harrisburg.

In the meantime thought was being given to the location of the college. At the



Freeland Seminary, a preparatory school located in Freeland, now Collegeville, was purchased in 1869 by the Board of Directors of Ursinus College. Its two connecting buildings, latter called Freeland and Stine Halls, and seven acres and one hundred and thirty-nine perches of land were purchased for $20,000.

suggestion of the Rev. H. H. W. Hibschman the six "organizers" considered purchasing the preparatory school established in 1848 by Bishop Abraham Hunsicker, which was located in Freeland, now Collegeville, and called Freeland Seminary. The school was in fairly prosperous condition, but the principal, Adam H. Fetterolf, desired to withdraw from his position (he later became head of Girard College), and the owner of the school, the Rev. Henry A. Hunsicker, son of its founder, was willing to dispose of the property. Negotiations for its sale were speedily concluded, and in January 1869 Freeland Seminary with its two connecting buildings, later called Freeland and Stine Halls, and seven acres and one hundred and thirty-nine perches of land were purchased for $20,000. The purchase was confirmed at the meeting of the Board of Directors on February 3, two days before the granting of the charter in Harrisburg.

Freeland, where the Seminary was located, was in 1869 a scattering of homes and farms on the Ridge Pike about a mile from the Perkiomen Creek, having as its center, so far as there was a center, the Seminary and Trinity Christian Church

(founded in 1854 as "The Christian Society of Freeland") diagonally across the Ridge Pike from it. The area in the lower part of what is now Collegeville, near the railroad and the creek, was called Perkiomen Bridge. Small as the community was it had had two other names. The first was Phillip's Ford, after an early innkeeper along the creek. The second was Townsend, a name which did not catch on, after Samuel Townsend of Philadelphia. When the post office was moved to Fifth Avenue and Main Street in 1861, the Postal Department made Freeland the official name, but the residents down town fought against this, and harmony was achieved only when the Reading Railroad, to whose station the post office was moved in 1869, chose the name Collegeville, probably as much in recognition of Pennsylvania Female College, which had been there since 1853, as of Ursinus, which at this time had not yet begun collegiate instruction.

Freeland Seminary of Perkiomen Bridge, as it was called in 1848, was established by the Rev. Abraham Hunsicker on land bought from William Tennant Todd, son of Andrew Todd, who gave the land for what was called Todd's School to the community in 1832. Mr. Hunsicker had been elected a minister of the Skippack Mennonite Church in 1847. Later that year he was made bishop of the Skippack, Providence, and Methacton churches. Conscious of his own inadequate preparation for the work he had been called to do, he proposed to establish a seminary or preparatory school so that the younger generation and those to come would have better opportunities for education than their elders had had. This enlightened attitude did not find favor in the Mennonite communities, which held then as the Amish do now that education beyond the three R's was unnecessary at best and at worst tended to make people worldly. Abraham Hunsicker gave other causes for offense—he adopted some modern conveniences, he espoused the abolition of slavery, and he favored taking part in politics—and was accordingly suspended by the General Conference of Mennonites in 1851. It was this suspension that led him, with three others, to organize "The Christian Society of Freeland."

The main building of Freeland Seminary was erected in 1848, and instruction began with three students under the principalship of Henry A. Hunsicker, who became also the proprietor in 1851. The school speedily prospered; there were 79 in attendance at the end of the first year, and by 1856 it had grown enough to warrant the construction of a north wing (later Stine Hall). It was both a boarding and a day school, attracting in the years before the Civil War some students from the South. Ironically, it drew few students from the Mennonite families whom it was created to serve. In the twenty-one years of its existence over 2000 persons studied at Freeland Seminary. But after the war its prosperity was decreased by the growing popularity of the normal schools. An effort was made to meet this competition by the establishment of a "normal class" in 1866. But without the resources provided by larger communities for the normal schools, which the towns sponsoring them considered to be great local assets, bringing income and prestige to those communities, and with the fact already mentioned that the principal in 1869 wished to resign, the time seemed to Henry Hunsicker ripe for selling the school.

Freeland Seminary came under the control of Ursinus College on April 6, 1869, although the legal transfer of the property was not completed until June. In the year preceding transfer the Seminary had an average attendance per term (three terms a year) of 85 students. As the Academic Department of the College it continued operations during 1869–70, before collegiate instruction began, and was conducted without a break until it was discontinued in 1910. Numerically it was for many years the largest part of the educational program, having more students than the College and the Theological Seminary.

When the Board of Directors applied to the Commonwealth for a charter for the new college they gave it the "name, style, and title of Ursinus College." This name, which has given sports announcers and strangers so much difficulty through the years, was proposed by Dr. Bomberger and was intended to declare the Reformed orthodoxy of the College. Zachariah Baer (1534–83) was one of the most learned theologians and teachers of his time, in the second generation of the German and Swiss reformers, after Luther, Melanchthon, Calvin, and Zwingli. A native of Breslau in eastern Germany, he entered the University of Wittenberg at the age of sixteen. There, as was the custom among scholars, he latinized his name to Zacharias Ursinus. After studying at Wittenberg (1550–1557), he travelled for a year in western Europe and then returned to Breslau to teach languages and religion. But a religious controversy broke out there, and after two years he resigned. Following a year spent in Zurich he was called in 1561 to the University of Heidelberg as professor of theology. In 1578 he became professor of theology at the new University of Neustadt, where he died in 1583.

Zacharias Ursinus (1534–1583), for whom the College was named, was one of the most learned theologians and teachers of his time, in the second generation of German and Swiss reformers, after Luther, Melanchthon, Calvin, and Zwingli. This name was proposed by Dr. Bomberger and was intended to declare the Reformed orthodoxy of the College.

This brief sketch gives no idea of the political and religious turbulence in Germany during Ursinus's lifetime, a turbulence by which he was harshly buffeted several times. His years as director of the Collegium Sapientiae at Heidelberg were not years of unruffled studiousness in an ivory tower, but filled with unremitting labors that gave point to the famous epigram inscribed over the door to his study: "Friend, whoever you are, who came here, either transact your business quickly and go away, or help me in my labours." Apart from his work as professor of theology, for a time teaching single-handed seventy students, he wrote many works of theology, some of which embroiled him in the furious cross-currents of controversy.

Ursinus is most famous, and doubtless this is what drew Dr. Bomberger to honor him, as a co-author of the Palatine Liturgy and as principal author (with Caspar Olevianus) of the Heidelberg Catechism. These two works were for the low church party in the Reformed Church in the United States the ultimate authorities for the cultus and doctrine they were seeking to preserve. Their views on dogma, worship, and church government were markedly like those of Ursinus, making the choice a singularly appropriate one. That Ursinus was, like Dr. Bomberger, at bottom a peaceable man who fought fiercely when attacked and that his name meant "bear" only accentuated that appropriateness.

The Act of Incorporation, or charter, for the college bearing the name of Ursinus is noteworthy in two respects. The first is that it is a university charter. Section I provides that there shall be established "an institution of learning, for the purpose of imparting instruction in Science, Literature, the Liberal Arts and Learned Professions." Section II states that the Board of Directors "shall have power to establish, from time to time, such departments of study and instruction as they may deem expedient" and "They may appoint a faculty or faculties." And Section 7 provides "That the faculty of any organized department in the College may, . . . , confer the degrees, honors, and dignities usually conferred by similar departments in the Colleges and Universities of this Commonwealth." The significance of these statements in the charter was that they authorized the establishment of the Theological Department, or Seminary, which the founders intended to create. There was no idea of creating a university in the full sense of that term, but post-graduate instruction in theology was a primary goal.

The other noteworthy element is that Ursinus was incorporated as an autonomous institution. The charter states that the Board of Directors "shall have perpetual succession" and "have power to fill all vacancies in their own body." Thus, Ursinus was not created by the Church or controlled by it, although it was in a very real sense church-related. It was on this difference in its status from that of Franklin and Marshall that the opponents of Ursinus based their case in seeking to prevent individuals and congregations from giving financial support to Ursinus or to the students studying for the ministry here. A hundred years has made a difference. Now church-controlled colleges are divesting themselves of that control and seeking the autonomy Ursinus has always had, in order to qualify as recipients of federal and state funds.

The major part of the year 1869 was spent in completing the organization of the new college, selecting its officers, particularly the president, and, most difficult of all, obtaining the money to float the project. In all this Dr. Bomberger was more than active. As has been stated he proposed the name of Ursinus for the College, he suggested the device for the corporate seal, he helped to work out the provisions of the charter, he drafted the constitution by which the Board of Directors was organized, he recommended the titles of the several chairs for the faculty, and above all he engaged in the financing of the enterprise, for at the meeting of the Board on September 16 he reported pledges aggregating more than $25,000. Because of his prominence in the movement to create the College and because of his ability as a leader the Board on June 7 unanimously chose him as president. According to Dr. James I. Good, during these early months people were calling Ursinus "Dr. Bomberger's College."

Yet he hesitated to accept the office which seemed inevitably his. He saw the opportunity and the challenge. But he was past fifty, the duties were somewhat unfamiliar, and the salary more than uncertain. He had a large family to support and a very happy situation as pastor of the Race Street Church (Old First) in Philadelphia, which he had served since 1854. At the Board meeting on September 16 he stated that he could not give a definite answer as to acceptance "at this time." The Board was not in a state of indecision. At this same meeting it fixed his salary at $2,400 per year, beginning October 1, and requested him to enter upon his duties as soon as arrangements could be made to that end. The salary was a promise rather than an assurance, as he knew better than anyone else. Fortunately this uncertainty was dispelled by his being offered the pastorate of St. Luke's Church, Trappe, which had just been vacated by the resignation of Rev. H. H. W. Hibschman, who went to the church in Waynesboro. There is no record in the minutes of the Board of Dr. Bomberger's acceptance of the presidency or of the professorship of "Moral and Mental Philosophy and Evidences of Christianity." The pastorate of St. Luke's he assumed on April 1, 1870.

On June 1 the Board of Directors authorized the establishment of the course of theological study. Efforts were already being made to prevent or discredit the teaching of theology here. The friends of Ursinus, however, persevered in efforts in its behalf, and in this same month Dr. J. H. Good wrote that the College "is in possession of a very handsome property, has already secured an endowment of upward of $30,000, and expects to be able to commence by September 6 with a full faculty, and this composed of men who stand on a par with those of any institution in the Reformed Church." Some indication of where the support for Ursinus was coming from is given by the statement that twenty-five rooms had been refitted by the kindness of friends in "Lancaster (First Church and St. Paul's), Harrisburg, York, Waynesboro, Philadelphia, Fogelsville, Myerstown, etc., etc." It should be noted that the endowment boasted of by Dr. Good was largely in the form of pledges. The College already needed more money than it had, for on February 10 the Board had to meet an overdraft of $1,337, most of which was paid by President

Bomberger, just as a year earlier the down payment of $2,500 on the Freeland Seminary property, due February 3, could not be paid until April 1. This was the shape of things to come. As President George L. Omwake succinctly stated in 1917, Ursinus was "founded on debt instead of an endowment." Finance has been the College's greatest problem throughout its first century.

Chapter 2

THE COLLEGE IS BORN

COLLEGIATE instruction began at Ursinus on September 6, 1870. By far the most important feature of the opening ceremony was the inaugural address of President Bomberger, important because in it the President described his educational philosophy and the principles which were to inform and direct the work done at Ursinus during his administration. He believed, first, that students were to be "moulded", not just allowed to "grow" or develop as best they might without the active guidance and control of their instructors. The teacher was to build character as well as mind. Second, he believed in the old, completely prescribed pattern of courses in the liberal arts, the American equivalent of the trivium and the quadrivium, rather than the system initiated by President Eliot of Harvard in which a student could largely choose whatever courses seemed immediately useful or attractive to him. Dr. Bomberger's ideal of education was conservative in method and liberal in aim. It was summed up in this sentence: "We adhere to the old doctrine, that the first purpose of all academic education is thorough mental culture, the development of the latent strength of the faculties to disciplined activity." And in his peroration he declared: "Here, then, we stand today solemnly committed to the momentous task of educating young men and youth, truly and thoroughly, intellectually, morally, religiously (and are not these essentially one), and all in harmony with the pure principles of Evangelical Christianity."

The faculty of the new college opened on that Tuesday in September of 1870 was dominated by its president and professor of Moral and Mental Philosophy and Evidences of Christianity. President Bomberger was then at the height of his powers. Born in Lancaster on January 13, 1817, he was educated at various elementary schools in Lancaster, particularly the Lancaster Academy. In 1832 he was sent to the Reformed Church High School in York, then directed by Dr. Frederick A. Rauch, later the first president of Marshall College. As he was from early years destined for the ministry he carried a curriculum at York which would prepare him for admission to theological training without college. But in 1835 the High School was moved to Mercersburg and in the next year it was transformed into Marshall

College. At the new college, which placed its students in four classes and modelled its curriculum after that of Princeton, Dr. Bomberger was the senior class and subsequently the first graduate of Marshall College in 1837.

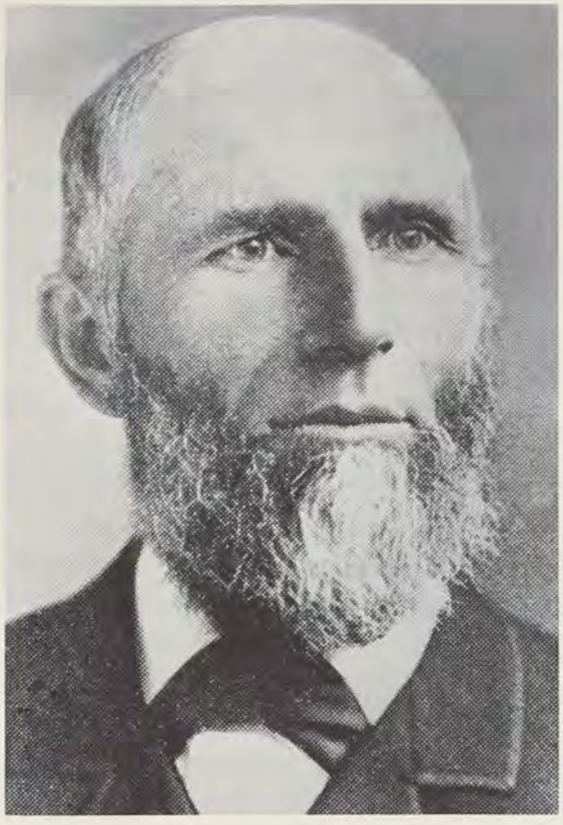
He spent the next year as a theological student with Dr. Rauch and as a tutor in his alma mater. He was examined and licensed by the Synod in 1838, ordained, and called to the Lewistown charge, subsequently to Waynesboro in 1840, and to First Church, Easton in 1845. Here he labored with marked success until in 1854 he accepted the second call extended to him by the Race Street Church (Old First) in Philadelphia. He held this charge at the time Ursinus was founded.

When Dr. Bomberger became pastor of Old First, the congregation was in somewhat shaken condition. Its pastor for many years, the Rev. Joseph F. Burg, had left it to enter the Dutch Reformed Church because he believed his own denomination was tending toward Romanism. Many of his members followed him, so that Dr. Bomberger became pastor of a church rich in tradition but now diminished to a membership of one hundred and twenty. Within five years he trebled the congregation, which in later years became a wealthy and generous sponsor of new Reformed churches.

It may be readily conjectured that so successful a pastor and leader would be active in the larger interests of the Church. Dr. Bomberger was an energetic supporter of the Theological Seminary and for some years a member of its Board of Visitors. He was interested in the union of Franklin College with Marshall College, helped to raise the funds which made the union possible, and was a member of the Board of Trustees of the united college from its inception in 1853 until 1869. He was approached for its presidency but seems to have discouraged the proffer. He was honored by the degree of Doctor of Divinity at the first commencement (1853), thus becoming the first honorary alumnus of Franklin and Marshall. In the national activities of the Church he was influential, serving in important capacities on the Boards of Home and Foreign Missions and their predecessors for thirty-six years. His involvement in the preparation of the new order of worship has already been described.

An industrious and exact student of historical and current theology, Dr. Bomberger contributed many articles to the *Mercersburg Review* and later to the *Reformed Church Monthly*. His greater reputation as a theologian, however, rested on his translation and revision of Kurtz's *Textbook of Church History* and his *Protestant Theological and Ecclesiastical Encyclopedia,* a condensed translation of the German theologian Herzog's *Real Encyclopedia*. Up to 1870 President Bomberger had already lived an active and fruitful life.

His associates on the faculty were men of satisfactory qualifications for that time and of ripe experience. The vice-president and "Professor of Mathematics, Mechanics, the Harmony of Science and Revealed Religion, etc." was the Rev. Henry William Super, who was to become president after Dr. Bomberger's death in 1890 and whose name is perpetuated in Superhouse, his home which was bequeathed to the College at the death of his widow. Forty-six years old in 1870, Dr.



J. Shelly Weinberger, professor of classical languages, had been on the faculty of Freeland Seminary and he formed a strong link between the old institution and the new. He was appointed the first dean of the College in 1893. His daughter, Minerva, was to become one of the two first coeds and women graduates (1884).

Super was a graduate of Marshall College and the Theological Seminary at Lancaster. After serving the Waynesboro charge, which Dr. Bomberger had also served, he became instructor in mathematics in the Keystone State Normal School at Kutztown and taught there until he came to Ursinus. From the outset he was Dr. Bomberger's right hand man in the administration of the College.

The professor of classical languages, holder of a chair of great importance in those days, was J. Shelly Weinberger. A graduate of Yale, Professor Weinberger had been instructor in ancient and modern languages in Freeland Seminary, and he formed a strong connecting link between the old institution and the new. He was appointed the first dean of the College in 1893 and became through the years one of the grand old men of Ursinus. His daughter, Minerva, was to become one of the two first coeds and women graduates (1884).

Another important teacher in 1870 was Dr. J. Warrene Sunderland, professor of "Chemistry, Geology, Botany, etc." Dr. Sunderland was a graduate of Wesleyan (1836) who had taught at McKendree College in Illinois and Kemper College in Missouri before he came east in 1848 to join Abraham Hunsicker in his educational work. He was in 1870 also head of Pennsylvania Female College, which he and his wife had opened in 1853 and the closing of which brought co-education to Ursinus in 1881. Dr. Sunderland was also a director of the College and was active in the initiatory phase of its foundation. Although he was on the faculty for only three years, he remained for many years an important member of the Board.

The last of the original faculty members was the Rev. John Van Haagen, a Mercersburg graduate who had subsequently studied in Germany. He became professor of the "German Language and Literature, History, the History and Philosophy of Language, etc."

Not a member of the faculty in 1870 but equally venerable in the history of the College was Samuel Vernon Ruby, Esq., who in 1872 was elected "Professor of Natural Sciences and Belles Lettres" and whose name is perpetuated in the *Ruby,* the student yearbook. Born in 1832, Professor Ruby was graduated from Franklin and Marshall. He read law in the office of Thaddeus Stevens in Lancaster and was admitted to practice at Carlisle in 1858. Upon the outbreak of the Civil War he enlisted and served throughout the war, moving up from private to first lieutenant. He fought at second Bull Run, South Mountain, Antietam, Fredericksburg, and the Wilderness, where he was captured and spent the remainder of the war in prison. He was given his captaincy after the war and served as a judge advocate until his resignation in 1866. Having decided to teach rather than resume the practice of law, he became professor of ancient languages in Palatinate College in Myerstown, which he left to come to Ursinus. Here he taught English until his death, being in his last years the professor of "English Language and Literature, Aesthetics, and Social Science."

The first catalog (1869) lists also J. Warren Royer as lecturer on physiology and anatomy and William H. Snyder, J. Warren Custer, and H. W. Kratz, Esq. as "additional teachers." Snyder taught only the academy students, and the other two taught music, also on the pre-college level.

Samuel Vernon Ruby, Esq., in 1872 was elected "Professor of Natural Sciences and Belles Lettres." A veteran of the Civil War, his name was perpetuated in the *Ruby,* the student yearbook.

The students both in the Academic Department and the College were almost without exception Pennsylvanians. The catalog for 1870–1 (the first one recording a year of collegiate instruction) lists one student from New Jersey and one from Ohio out of the 120 total. Incidentally, not until the 1872–3 catalog are the students categorized by class. In that year there were five seniors, six juniors, eight sophomores, and twenty-two freshmen. The theological class numbered six and the academic students sixty-nine, a grand total of 119. Most of the students in whatever level of instruction came from villages and small towns in southeastern Pennsylvania. About half had distinctively Pennsylvania German names.

The campus they came to consisted of the main building and north wing (Freeland Hall and Stine Hall, razed in 1968) of the erstwhile Freeland Seminary with, according to early woodcuts of the campus, twin gazebos to the right and left of the steps leading to the portico. To the east of the College, a little in front of where the former Alumni Memorial Library now stands, was Prospect Terrace, a large boarding house owned by James Palmer which the Board of Directors considered purchasing in 1871. To the west, three hundred yards away, was the Hunsicker farm, with a frame Victorian house and the usual farm buildings. This property was later purchased by the College, and the house, which stood on the site of the north end of Pfahler Hall, became Olevian Hall, the first dormitory for women.

In the first catalog the location of the College is described in terms which must arouse mingled feelings in the heart of every alumnus:

> In a remarkably healthy district; on an eminence commanding the most attracting scenery with all the happy educational influence of such scenery; affording delightful walks, and inviting fields for prosecuting botanical and geological studies in a practical way; easy of access, by railroad communications, from all sides; surrounded by a moral and religious community; retired, and so far free from the distracting noise and stir of public life, and yet enjoying all the conveniences of a thrifty village.

Prospective students were apprised that the refectory, dormitories, study halls, and class rooms were "spacious, airy, and well-provided with every requisite for the health and comfort of the student". In 1869 it was not necessary to explain that this meant bucket-a-day stoves for heating the rooms and outdoor plumbing.

But if the physical prospects were so pleasant, the inward aspect of the College was serious indeed. Prospective students read that

> The DISCIPLINE of the Institution will be Christian and parental. No special injunctions or prohibitions need to be detailed. The students will be treated as gentlemen and expected to conduct themselves accordingly. Every proper liberty will be allowed, and no arbitrary or oppressive restraints will be imposed. Violations of decorum and good order will, however, incur prompt and decisive penalties.

Every evidence indicates that these were not empty words. President Bomberger would admonish offenders against decorum in the presence of the whole student body, and few dared to provoke his thunder twice. The President did report to the

Board of Directors in 1873 the expulsion of two students for "contumacious insubordination", a penalty which, he said, was "inflicted with reluctance and sorrow but which has been followed by good results."

In the first few years collegiate work began slowly. Most of the students were in the academic department, and only as those prepared reached the higher levels was the full curriculum as described in the catalog of 1869–70 actually taught. In February of 1872 President Bomberger wrote an interesting description of a typical day at Ursinus which portrays the pattern of studies then offered and also the almost military regimen. Observant readers will note that no senior courses are listed, for the first students to complete four years (or their equivalent) of collegiate study were to be graduated in 1873.

Believing, therefore, that it will be gratifying to our numerous patrons, who have sons and relatives in Ursinus, and to the still larger number of friends who take a lively interest in the Institution, we shall attempt a pencil sketch of a day's doings in the school. The first day of the working week is selected, as being a fair specimen of what takes place on all the others, except Saturday, when, according to general custom, there are no recitations or lectures.

We start, then, with 5:30 A.M., on Monday, when the large bell rings, rousing the inmates of the building from their slumbers, and summoning them to preparation for the work of the day and week. To new-comers, the loud, clear peals of the early bell are at first quite startling. In most cases, unused to such sounds at that hour, when, during the Fall and Winter months, it is still dark, they leap at a bound from their couches, and, half-scared, hurry through their preparations for breakfast. Soon, however, the ear becomes accustomed to the sound, and the sleeper wakens slowly to the call, rises reluctantly from his rest, and barely manages to reach the dining hall before "the door is shut."

At 6 A.M., the steward's bell rings for breakfast. All the students in the house meet in the large recitation room, and at the tap of a small desk-bell pass, bench after bench in due order to the dining hall. Each boarder has his proper place. At present two long tables accommodate them, by a little close packing. One of the Professors, residing in the building, occupies a seat at the head, another at the foot of each table, as far as they may be said to have a head or foot. About twenty minutes are occupied at the meal. When all have finished, they are dismissed in order by a stroke of the tap-bell.

Then follows an hour of study in their respective rooms. From half past seven until the time for morning prayer and roll-call, they are at liberty for recreation. If the weather allows, this time is mostly given to walking, base ball, or some other amusement involving bodily exercise, and the exercise of the respiratory and vocal organs in mirthful ways.

At 8:45 A.M. the large bell again rings, summoning Professors and students to the large recitation room (not yet used as a chapel) for morning-prayer and roll-call. After calling the roll, a chapter is read from the Bible, a hymn sung, and prayer offered. These devotions are conducted in strict accordance with the simple usage of the Reformed Church. Any requisite statements or announcements are then made by the Faculty.

The students are then dismissed in classes, by a stroke of the tap-bell, to their respective recitation rooms in the following order: first bell, the Theological Class, and Professor Super's class in Elementary Algebra. Second tap, Professor Weinberger's, the Junior Class (Agamemnon or Tacitus' Agricola). Third tap, Prof. Van Haagen's Freshman Class (Latin). Fourth tap, Prof. Bowers, a Preparatory Class, Reading. Fifth tap, Prof. Snyder's, Reading and Orthography. The Theological Class is occupied an hour and a half, the other classes three-fourths of an hour.

At 9:45 a large tap-bell strikes the second recitation hour. Then the Juniors repair to Prof. Super's room for Mechanics; the Sophomores to Professor Weinberger's, for Latin; the Freshmen to Prof. Van Haagen's, for Greek; Academic students to Prof. Bowers', for Latin; and another class to Prof. Snyder, for Bookkeeping.

At 10:30 the large tap-bell sounds the signal for the third series of recitations. The Juniors meet the President for a lecture or lesson in Mental Science, occupying an hour and a half (on Tuesday and Thursday, Natural Theology). The Freshman recite in Algebra (higher) to Prof. Super; the Sophomores, Greek, to Prof. Weinberger; the first class in Latin to Prof. Van Haagen; a class in History to Prof. Bowers; and a class in Geography to Prof. Snyder.

At 12 N. the large bell announces the close of the morning's work, and the boarders meet in the chapel, ready for the call of the steward's bell to dinner.

After dinner follows an hour of recreation and exercise for those who choose to take it. At 1:30 the afternoon's work begins, the large bell again summoning all the students into the chapel, to be dismissed to their several class rooms, in the order already indicated. Prof. Super's 2d class in Elementary Algebra. Prof. Weinberger's advanced class in Reading. Prof. Van Haagen's Freshman Class in History. Prof. Bower's class in German. Prof. Snyder, 3d class in Elementary Algebra.

At 2:15 Prof. Super, class in Natural Philosophy; Prof. Weinberger, 1st class in Grammar; Prof. Van Haagen, junior class in German; Prof. Bowers, 3d class in Grammar; Prof. Snyder, 2d class in Grammar.

At 2:45 the Theological Class, Dr. Bomberger; the Sophomore class, Analytical Geometry, Prof. Super; Latin class (Virgil) Prof. Weinberger; German, Prof. Van Haagen; Prof. Bower's 3d class in Mental Arithmetic; Prof. Snyder's 2d class in Mental Arithmetic.

At 3:30 the Theological, Junior, and Sophomore classes in the Greek Testament, Dr. Bomberger; Geometry, Prof. Super; Greek (Xenophon) Prof. Weinberger; Freshman, in German, Prof. Van Haagen; Latin (Caesar) Prof. Bowers; Penmanship, Prof. Snyder.

At 4 P.M. the large bell rings for roll call and evening prayer, with which the public duties of the day close.

In addition to the above, Prof. Sunderland attends to Chemistry.

Immediately after evening prayer the steward's signal calls to supper. This over, the students have about two hours for exercise and recreation.

At 7 P.M. the large bell calls all the boarding students into their rooms for study, for which they are allowed time until 9:30, when the large bell rings the signal to prepare for bed; and by 10 o'clock all lights are required to be extinguished.

From the above inside view of our work it will be seen that instructors and pupils have had a busy day of it. The President is occupied four hours of the day, and each of the other professors five and a half hours. The students also are kept busily employed, morning and afternoon, passing, in many cases, from one class-room to another in rapid succession and allowed but little time for "play"—yet enough for needful recreation. During study hours the students are required to be in their own rooms; interrupting each other by visiting from room to room being strictly forbidden.

The differences between a typical college day in 1872 and one of today are too obvious to need comment. They become even more apparent when the curriculum is examined.

When collegiate instruction began at Ursinus in 1870, secondary school training had not yet been standardized by state regulation. There was no general system of course and credit bookkeeping and no external agency, public or private, to serve

as a means of certifying the quantity and quality of a candidate's preparation. Each college had to set up its own standards of admission and its own means of determining who was qualified for admission, i.e., its own entrance examinations. The system, if it can be called that, was not as individualistic as these conditions might suggest to a person in the twentieth century, for colleges then as now tended to follow each other's practices.

Admission requirements at Ursinus, thus, followed the common patterns of the times. Candidates for the freshman class had to be qualified for examination in

> English Grammar, Arithmetic, Elementary Algebra, Geography, Latin and Greek Grammar, Caesar's Commentaries (four books), Virgil (Aeneid, four books), Cicero (four orations), Arnold's Latin Prose (twelve chapters), Greek Lessons, the Anabasis (two books), and one of the Gospels in Greek, or their equivalent.

Except for the omission of Hebrew these requirements were closely akin to those set at Harvard two hundred years earlier, and for the same reason, that they were the foundation upon which a higher education for those who would be clergymen was based.

The curriculum established in 1869–70 was not altered substantially in the first decade. The courses for freshmen and sophomores were completely prescribed. Freshmen studied Latin, Greek, German, Mathematics, History and Geography, Rhetoric and Elocution. The sophomores studied the same first four subjects and in addition History for two terms, Botany for one term, and Rhetoric (without elocution) for three. In the junior year classical and modern languages became elective, for the required courses now included Anthropology, Logic, Physiology, Natural Philosophy (physics), Natural Theology, Evidences of Christianity, History of Civilization, Science of Language, Zoology, and History of Philosophy. One might wonder how a student of 1875 could possibly take ten required courses and be able even to consider electives in Latin, Greek, German, Integral Calculus, and Analytical Mechanics. The answer is that some of the required courses were of one term length in a three term calendar.

In the senior year those who had survived the feast of learning thus far set before them were regaled by the rich, required diet of Moral Philosophy, Astronomy, Political Economy, Chemistry, Greek, History of English Literature, Science and Religion, Geology, Cosmogony, and Sacred Elocution (which meant preaching). Electives in the senior year consisted solely of additional language study. The rationale of the four years was to make a graduate a nineteenth century polymath, one learned in all the major branches of language, literature, philosophy, religion, social sciences, mathematics, and the natural and physical sciences. Contrary to modern theories of education by which college students work, presumably in depth, in five, four, or even only three subjects in a term and concentrate largely on a major to the relative exclusion of other disciplines, the nineteenth century faculty at Ursinus felt that one could not have too much of learning and that all the subjects required were essential to a learned man. Whatever profession he chose to enter he was prepared for.

Before 1887 there was no description in the catalogs of what was actually done in the various courses. They were for the most part, especially in the freshman and sophomore years, textbook courses. In the language courses the authors and works to be read were specified, and in the other courses the texts to be used were named. These when once adopted did not often change. The writer's father in his years as an undergraduate (1888–91) studied many of the same texts that were used in 1874–5: Loomis's *Analytical Geometry,* Gray's *School and Field Book of Botany,* Hart's *Rhetoric,* and Bacon's *Manual of Gesture,* to name but a few examples. Question and answer was the method of teaching in conditions that approached the tutorial system, for while students and faculty alike had far more courses to study and teach than their counterparts today, the number of students was so small that each class was seminar size. In 1875–6, for example, the senior class numbered seven, the junior eleven, the sophomore and freshman each eight. Ten years later the corresponding numbers were six, eleven, three, and sixteen.

In the upper class courses, particularly those in philosophy and religion, much of the teaching was done by lecture, as the catalogs indicate. Students were expected to take full and coherent notes, particularly when there was no text to supplement the lectures; some sets of these notes that have escaped the ravages of time testify to the care with which at least some students did their work. Written exercises, compositions, and essay answers were required in that innocent era before the invention of multiple choice and "objective" examinations.

Beginning in 1886–7 a description of what is done in each subject, and in part in each year of that subject, is given in the catalogs. One can readily see another difference between college then and now by a few examples. The description of the work in chemistry is given thus: "Inorganic and organic chemistry are placed, respectively, in the second and third terms of the Sophomore year. They are handled, by means of lectures and accompanying recitations, in the shortest possible space of time." In contrast the catalog states that "no equivalents can be found that compare favorably with the languages of Latin and Greek for efficiency in mental discipline." And after stress is laid on the central position of the classical languages in liberal education, the thoroughness of the training in grammar, translation, and pronunciation is described, ending with this assurance: "The laws of Greek accentuation are carefully taught, by which the student is enabled to give a reason for every oxytone, paroxytone, proparoxytone, perispomenon, properispomenon, enclitic, and proclitic." No "shortest possible space of time" here.

In all courses where it could legitimately be done great emphasis was laid on oral presentation, for two reasons. It was an age of public speaking, of florid, spread-eagle oratory, in which every professional man was expected to be easily articulate, able to speak fluently whatever the circumstances. And because most of the Ursinus students of that era intended to wag their heads in the pulpits of a church that held to the old Protestant tradition of sermonizing, they needed and wanted all the training and experience they could get. Consequently, in class and out, particularly in the meetings of Schaff and Zwingli Literary Societies, they

spoke and they spoke. The training stuck. The writer can remember Dean Kline describing and illustrating the precepts in gesture and oratory he had learned from Bacon's *Manual* forty years earlier.

There was a third reason peculiar to Ursinus and colleges like it in eastern Pennsylvania. Many of the men who were to take churches there had to be trained to preach in German as well as English. At the same time many of them came from Pennsylvania Dutch communities with accents so thick that they had in effect to be taught standard English pronunciation. One alumnus of the early nineties from the Lehigh valley used to say, with some exaggeration, "We would cluster around the boys from Perry County to hear how English was spoken." Professor Ruby, a stern figure, would clear out the dialectal pronunciation, and all the other faculty members helped to eliminate it not as an evil but an impediment. Some alumni later found it useful to regain their "Dutchiness."

In 1876 the Scientific Course leading to the degree of Bachelor of Science was instituted. This was a three year course differing from the four year course only in that it prescribed no study in classical or modern languages. Students taking it simply got to a bachelor's degree a year sooner by taking in the second and third years what the B.A. candidates took in the third and fourth. They took no more work in science than the B.A. candidates for the simple reason that all students in the College had to take all the science courses offered, at this time ten terms of botany, physics, physiology, zoology, astronomy, and chemistry, equivalent in modern terms to a little more than three full-year courses. The rationale of this truncated curriculum and new degree was dual. One reason was that not all students intended to study theology and some of these were not skilled in languages. The other reason, and it was frankly avowed, was that not all students could afford to attend college for four years, low as the costs then were. A study of the lists of students for the decade 1870–80 suggests that students occasionally missed a term or two, or even a year, in order to earn money to complete their education. Thus the B.S. was in both time and money a short cut to the desired goal.

In part the same reasoning underlay the establishment of the Normal Course in the Academic Department in 1881. In the catalog of 1869 it was announced, its purpose "To afford young men an opportunity of fitting themselves for teachers in our Public and High Schools." A teacher's class was to be organized each term and certificates were to be awarded to those who proved their competency. That certificates were to be given suggests that the Normal Course was to be on the pre-collegiate level. In any event, it was not actually established until 1881, when it appeared as a two year course in the Academy. Unlike the regular Academy curriculum it did not include Greek and it emphasized arithmetic rather than geometry in the second year. In the last two terms of the second year it included the "Science and Art of Teaching."

At this same time women were first admitted to the College and the Academy. In the first listing of the Normal Class (1881–2) three of the nine members were women. Apparently, creation of the Normal Course did not in itself stimulate the

admission of women, for in that same year there were 28 women in the Academy. It is probable that most of them were girls from the immediate area who had no local school to attend after Pennsylvania Female College was closed in 1880. The Female College, like Ursinus, had had a preparatory department which had been a large part of its operation.

The curriculum of the Normal Course largely overlapped that of the Preparatory Course. Apart from the difference already noted in Greek, the chief differences were that some courses taught in the College such as physiology and psychology were included and that in the last two terms Teaching (Ursinus did not at first use the pretentious term "pedagogy"), including observation and practice, was a major subject. From 1883–4 on it was a full year course, including "organization and management of schools" and comparison of American and European methods. The observation and practice was defined as "Observation of model lessons given by the instructor, actual teaching by the student under the eye of the instructor, and criticism of errors in management or instruction." Presumably this meant practicing on one's fellow students rather than teaching in a public school as is now the practice.

The fact that this program was in the Academy and that it was called the "Normal" course is characteristic of the times. In the latter part of the nineteenth century most public school teachers began their career immediately upon completion of high school or equivalent training. The normal schools, later called state teachers colleges, had programs of one or at most two years, and they were secondary rather than collegiate in level. The fact that this program was instituted when it was at Ursinus can be accounted for by two conditions: one, that in the years just before 1881 enrollment had markedly declined and a curriculum to attract more students was needed; two, that teaching was the only profession open to women, and if they were to be admitted to higher education, then teacher training must be provided. Oddly enough, a scanning of the student lists in the 1880's and 90's shows that men were in the majority in the normal class and that some of them went on to the four years of college instead of out to teach.

In 1886 the Scientific Course, introduced ten years before, was extended to four years. Candidates for admission to it had now to satisfy all requirements set for candidates for the B.A. except Greek. The chief difference in the extended curriculum was the requirement of Latin and German in the first two years. Otherwise it paralleled the Classical Course in almost all particulars. The amount of science taught was not increased. Despite this change to equivalent length the Scientific Course was still below the salt, for it was stipulated that the student standing highest in the course at graduation could be awarded only the fourth honor in the class; the first three were reserved for classical students.

Having increased the Scientific Course to four years, the faculty in 1887 established a third curriculum, the Literary Course for Ladies, a three year program leading to the degree of Bachelor of Letters. Just as the Scientific Course had been distinguished not by the inclusion of more science than the Classical Course, so the

Literary Course was distinguished not by the inclusion of more literature, but by the omission of certain courses required for the classicists. Two years of German and French (hitherto an inconspicuous elective, when it was offered, but now described as having "so much that is valuable both in literature and in science that a polite education is incomplete without, at least, a reading knowledge") were required, and music and drawing were offered as electives. Otherwise the educational diet for "ladies" was the same as for men. In the pecking order the Literary Course came last; the fifth graduation honor was awarded to its best senior.

Despite its university charter Ursinus offered no post-graduate work in the first decades except for the Theological Course, which will be treated later. It did in 1874–5 institute the degree of Master of Arts to be conferred on graduates who "shall have been engaged in literary or scientific pursuits at least three years after graduation, and who shall, meanwhile, have sustained a good moral character." In 1877–8 the degree of Master of Science was instituted to be awarded on similar conditions. In thus creating unearned master's degrees the Board of Directors and faculty were following a pattern common among American colleges in the nineteenth century and deriving its ultimate precedent from Oxford and Cambridge, where a few years after his graduation any alumnus could, upon the payment of certain fees, be made a master of arts. In later years Ursinus did have a program for earned M.A.'s, but it did not flourish or develop into true graduate study.

Yet one more element in the educational program must be examined. As was said in the account of the founding, Dr. Bomberger intended from the outset to teach theology. As early as April of 1870 advertisements for the College in the *Reformed Church Monthly* stated that a "Free Theological Department" would be opened. "Free" here meant without cost to the students. Reaction to this announcement, which had been expected, was at once forthcoming in Philadelphia Classis, where attacks were made on the Theological Department before it was in existence. Dr. Bomberger immediately wrote articles defending the right of the College to train ministers, and he began that training in 1870, though nothing about it appears in the catalogs until the issue of 1871–2. In the next year the theological class (six students) is listed in the report of the student body. The curriculum in the Theological Department was a three year one, but since men could enter the ministry without a bachelor of divinity degree, upon examination and licensure by classis, two men were graduated with a certificate rather than a diploma at the first commencement on June 27, 1872. Both had already been ordained.

Philadelphia Classis had determined that Ursinus was within its rights, both by its charter and the Constitution of the Church, to give theological instruction. Those who felt otherwise carried the issue to the meeting of Eastern Synod at Martinsburg, where the high church party was able to secure the passage of a resolution declaring Dr. Bomberger's action in teaching theology "disorderly" and enjoining him to desist. He was not at the meeting of Synod, but Vice-president Super, who was associated with him in the work, stepped into the breach, appeal-

ing the decision of Eastern Synod to General Synod. At the General Synod in Cincinnati on November 27 the whole issue was debated at length, Dr. Bomberger now standing in his own stead. The question hinged on the assertion by the opposition that teachers of theology had to be elected and ordained to their office by Synod. On this point of constitutional interpretation and on the point that Eastern Synod had acted unconstitutionally on a matter that should have originated in Philadelphia Classis, the matter was brought to a vote and the appeal in favor of Ursinus was sustained by a vote of 100 to 78. An attempt was made at the next General Synod (Fort Wayne in 1875) to reopen the issue, but without success. Efforts to impede or embarrass Ursinus in its work as a school of theology thereafter were largely subterranean.

The problems of finance were as prompt in appearing and far more stubborn. As has already been noted, even before the College was opened more money was being spent than received. Payments on pledges came slowly, and progress could not wait for ready cash. After a year of operation it was apparent that the two buildings of the College were not adequate for teaching and housing the three divisions of the institution. Negotiations were initiated with James Palmer for the purchase of Prospect Terrace, but the Board of Directors decided instead to build an addition of forty by twenty-six feet to the main building. Palmer apparently tried without success to rush the Board into buying his property, for which he asked $31,000, but the Board on further thought continued with its resolution to build the "East Wing", now on the scale of thirty-eight feet by sixty feet, four stories with a basement like the main building and west wing.

Bids were received and the contract was awarded to Frederick Stonacker of Pottstown for his low bid of $4,445. The money for the construction was secured through the efforts of Henry Leonard of Basil, Ohio. Leonard, who was known throughout the Reformed Church as "The Fisherman", had been for years an itinerant fund raiser for Heidelberg College. He was persuaded by the Rev. W. A. Helffrich to "fish a little for Ursinus College." This he did with success, for the Board received the report on July 25, 1872 that he had secured $7,000 for the College, a report heard "with emotions of thankfulness to the Lord." Two months later it was reported in the *Reformed Church Monthly* that he had obtained $10,000. Construction went on apace, and the new building was dedicated on October 1, 1872. In his address of dedication Dr. F. W. Kramer of Lebanon after touching on "skeptical geologists" who have sought to "startle the world" with "discoveries which they proclaimed to be antagonistic to the Mosaic account of the creation", said that true science and religion will never conflict. "With a joyful confidence, then, we dedicate this building to science, the graceful handmaid of religion." The point of these remarks was that one of the five recitation rooms in the basement of the new building was a "convenient room for scientific lectures."

"But," continued Dr. Kramer, "we next *dedicate* this building to religion." The main floor contained a hall, thirty-four by forty-eight feet, which was used as the College chapel until the erection of Bomberger Hall in 1891–3. The second and

third floors were used for dormitory ("private rooms of good size"), and the fourth floor or attic was used as its meeting place by Schaff Literary Society. Appropriately, since the building was to be used in part for scientific instruction, part of the dedication ceremony was devoted to the inauguration of Professor Ruby as "Professor of Natural Sciences and Belles Lettres."

The fund raising of Henry Leonard and the construction of the East Wing as it came to be called (*vide* The Campus Song) suggested to the outside world a greater prosperity than the College was in fact enjoying. Despite low salaries (Professor Ruby was given a salary of $700 "upon conditions that he shall reside in the college building and share the responsibilities of the domestic discipline"), Ursinus was running in the red. The balance sheet for the year ending June 26, 1872 showed total receipts of $11,993 and expenditures of $12,275. The deficit of $281 was paid by President Bomberger. The outstanding debt on the property was $13,700. The public statements were always optimistic. In September of this year President Bomberger wrote that "The past two years' experience has shown, that with the property clear of debt, for which only $10,000 more than has already been secured will be needed, with the needful apparatus and library supplied, and the endowment of the Presidency completed, the college will be able to support itself." This statement refers to a decision of the Board of Directors in April of 1869 to provide an endowment of $40,000 for the presidency and to raise $50,000 through the sale of stock to complete the purchase of the property and finance the erection of additional buildings. The 1869 catalog has a tinted frontispiece showing an enlarged and Victorianized main building flanked by two large identical buildings with mansard roofs and fancy porticoes. These proposed buildings were never built.

The financial reports of the next few years show what really happened. In 1872–3 current receipts actually exceeded current disbursements by $27. But in the next year receipts of $14,379 were exceeded by disbursements of $17,823, leaving a current deficit of $3,443 and a total indebtedness of $20,511. The reasons for this condition are clear. The College had begun on the strength of pledges and much of what Henry Leonard had obtained also was in pledges rather than cash. The depression of 1873 wiped out some of the most promising supporters and reduced their pledges to scraps of paper. It also accounted in part for another source of trouble. The financial report for 1873–4 cited above showed that outstanding student accounts for the year amounted to $3,373, over one sixth of the total business for the year. The charges made by the College were moderate indeed. Tuition in the College was $20 for the fall term and $14 each for the winter and spring terms, a total of $48. The charge for boarding and room was $3.50 per week or $140 a year. With the addition of laundry and incidentals the regular expenses for a year, exclusive of fire, lights, books, and stationery, were calculated at $195. These figures (1872–3) remained stable for many years. But ridiculously low as these charges seem a hundred years later, they were high in terms of average incomes of that time, when, as we have seen, Professor Ruby was being paid $700 a year and Professor Weinberger, married and with a child, got only $800. President Bomberger in

commenting on the costs of education at Ursinus in 1876 said "to enable it [the College] to offer these terms, the members of the Faculty must do almost double work. But they do this cheerfully, for the good ends to be thereby secured, . . ." This was true, but it did not suffice to overcome the deficits caused by the inability of students to pay their bills in full and the lack of endowment.

One expedient to overcome financial difficulties was the employment of a fundraiser, and the Executive Committee of the Board recommended in June of 1875 that one be employed. There was a series of such agents in the next thirty years. Usually clergymen, they worked for a percentage of the money and pledges they got for the College plus expenses. Few lasted at the job and even fewer produced any significant results; consequently, they will not be named or their efforts recorded. During these twenty years the two successful fund raisers were the President and Dr. Henry T. Spangler.

The immediate necessity of meeting the College's principal obligation was met by the mortgaging of the property to Samuel H. Bibighaus of Philadelphia for $22,000 in January of 1876. This was done to pay off the remainder of the debt still owed to Henry A. Hunsicker for the purchase of Freeland Seminary. Mr. Bibighaus later bequeathed to the College its first endowment fund, $15,000 for the endowment of the presidency. The mortgage thus effected was the first of a long series of efforts to keep the College afloat and fund its major obligations. That it did not succeed in its ultimate purpose is shown by the fact that after this mortgage was extinguished by a new one in 1887–8, the total debt still outstanding in June of that year was $21,012. Another evidence, if more is needed, that Ursinus suffered from a continuing insufficiency of support is found in "A Plea for Ursinus College" published in the *Christian World* of 1880: "All told, the amount of money (cash) donated to Ursinus College since its foundation is less than $20,000 including what has been applied to the payment on its property."

One final element in the financial situation of the College is alluded to in a statement in the *Reformed Church Monthly* for May of 1876. After referring to the effects of the depression and the debt on the property it gives a third cause of "pecuniary embarrassment," that "too heavy a burden of free scholarships (virtually) has fallen upon the school in its first years." No reference to these scholarships appears in the catalogs except possibly in the statement at the end of the section on expenses that for "special information" those interested should apply to the president. The scholarships were of a peculiar sort. For the payment usually of $500 a person could have a perpetual scholarship on which any person he might designate could go through college without cost. It was a quick way to get money but proved in the end far more costly than it was worth, both for Ursinus and other colleges that tried it.

Chapter 3

PRESIDENT BOMBERGER'S ADMINISTRATION (1870–90)

DESPITE all difficulties Ursinus carried on its work. The first commencement, though no degrees were awarded, was held on June 27, 1872 in Trinity Church. The night before, the anniversary meeting of Zwinglian Literary Society was held in the Masonic Hall (now the Grange Hall) in Trappe. "The procession formed at the college, from which place it marched to the hall in the following order: Board of Directors, Faculty, Orator and Speakers, Zwinglian and Schaff Literary Societies, and created quite an imposing appearance as it moved to its destination." The student speakers were the "recipients of some fine bouquets, bestowed by the fairer portion of creation, of whom there was a good representation present." At the Commencement itself, conducted with the same pomp and circumstance, the members of the junior class orated on such topics as "The Evils of Modern Society," "Papal Encroachments," "American Civilization," and "Military Glory." There was a valedictory by one of the theological students, full of "appropriate and well-timed allusions to scenes and enjoyments now about to be left to others." President Bomberger in his remarks, which naturally were addressed to the theological students, since they were in effect being graduated, said "we are not *in search* of truth, we claim to have *already* found it" after which he "very appropriately presented a volume widely known throughout the world, and containing this truth to each of the Theological graduates." At the conclusion the Board, faculty, students, choir, visitors and other guests enjoyed a "splendid collation" at the President's residence.

The year 1873 passed without incidents of great note and was concluded by the second commencement, on June 26. A few months earlier the senior class had planted a Siberian arbor vitae on the campus, beginning a custom which was followed by succeeding classes for over sixty years. To the ceremonies of the commencement week "Friends, in large numbers, flocked in from every point of the

compass, some coming nearly two hundred miles for the sole purpose of cheering the College by their presence." All five members of the class of '73, the first collegiate alumni of Ursinus, spoke, on such topics as "The Limits of Human Knowledge" and "Literary Criticism." A special feature of the week was the formation of the Ursinus Union, an organization devised to gain greater financial support for the College and the students studying theology. It flourished for some years and did bring in some contributions. Thirty-seven persons were listed as enrolling at this time.

A sensational contrast to the even tenor of life in Collegeville, or Freeland as the bitter enders still called it, occurred in February of 1874 when a freshman student, Abraham L. Hunsicker, was accidentally shot to death at the home of Dr. James Hamer (now Isenberg Hall) in the rehearsal of a "dramatic exhibition by which it was hoped to serve the cause of temperance." The pistol was "not thought to be loaded." His classmates resolved to attend his funeral as a class and wear the "usual badge of mourning for thirty days." The College made it clear to its constituency that the play being rehearsed was not a college activity.

Apparently the efforts to hinder Ursinus' progress as an aftermath of the victory in General Synod in 1872 continued, for after stating that enrollment in the fall of 1874 had increased over that of preceding terms, a writer in the *Reformed Church Monthly* asserted that

> This will be gratifying intelligence to our friends, and especially to those of them among whom it seems from tidings which have recently reached us, the rumor was circulated that many of our regular students would desert Ursinus and seek more congenial quarters. It really has transpired that efforts . . . were made by personal visitations and appeals to draw away our students. Such means were used with quite a number of those new to us. So far as we know, but two were thus prevailed upon.

Later efforts took the form of whispering campaigns that the College was about to close.

In 1876 President Bomberger, who had been living in what is now Fetterolf House, bought a plot of ground from Abraham Grater and built, with the encouragement but not the financial assistance of the Board, a "good house suitable for the President of the College." There was a gentleman's agreement that if it was ever to be sold the College would buy it. The L shaped, mansard-roofed house he built was called Zwinglihof. After his death it did become college property in September, 1890. Professor Henry T. Spangler rented it because Acting President Super had his own house. After Dr. Spangler became president it was called the President's House, still later College House, and ultimately Shreiner Hall. It became a women's dormitory in 1909.

1876 was notable also for a mild assertiveness on the part of the senior class, recounted in reminiscences by the Rev. Silas M. Hench '77:

> The event of greatest interest . . . for each class was its Commencement. . . . Until 1876, the exercises were held in the College Chapel of East Wing. But 1876 was the Centen-

Zwinglihof was built in 1876 by President Bomberger as a "good house suitable for the President of the College." After his death in 1890 it became college property, being called President's House, College House, and ultimately Shreiner Hall. It became a women's dormitory in 1909.

nial of American Independence; the great international exposition was going on in Philadelphia. The class of that year seemed to imbibe the spirit of independence, . . . and, they said, "We are too large to deliver our graduating orations in that little chapel; we will go to Trinity Church, or not graduate." They were up against the Faculty. It was "nip and tuck" for a time. But they succeeded and their commencement was held in Trinity Church. After a few more years the attendance outgrew its capacity. Then a large canvas tent, erected on the campus to shelter about one thousand people, was used for a time.

The class of '77 numbered six, one of whom was a son of the President. As Dr. Hench wrote, a large tent was later used for commencements until Bomberger Hall was built, and though the classes remained small, attendance at graduation festivities was large. The Philadelphia and Reading Railroad sold excursion tickets for commencement week.

The first permanent scholarship fund came to the College in 1877 through a bequest of $1,500 by John Carson of Newburgh, Cumberland County. And the first sizeable gift of books for the as yet non-existent library came that same year when Mrs. Susan Good gave about 400 books from the collection of her deceased husband, the Rev. W. A. Good of Reading. The books, characterized as "valuable", were mainly of theology.

The need for a library collection had been voiced early by Dr. Bomberger, but no funds were available. The first statement to appear in the catalog (1878–9) is that the "Library of the College is yet in its incipiency. But the private libraries of the Faculty are always accessible for reference, thus making the whole number of volumes available for use about 10,000." The catalogs of 1882–4 give the figure as 1,000 and the catalog of 1884–5 makes it 6,000, which figure appears in several succeeding issues. The Alumni Association in 1882 resolved to establish a library "for the free use of all persons connected with the College." It requested a suitable room, and the Board gave it the use of one in the East Wing basement. Its collection was apparently smaller than the ones which the literary societies, Zwing and Schaff, were building for their members (Schaff had nine hundred in 1887). This inconvenient situation of three small coexisting collections ended in 1888, when Dr. Edmund Morris Hyde, then professor of Latin, persuaded the societies to pool their holdings with those of the Alumni Association.

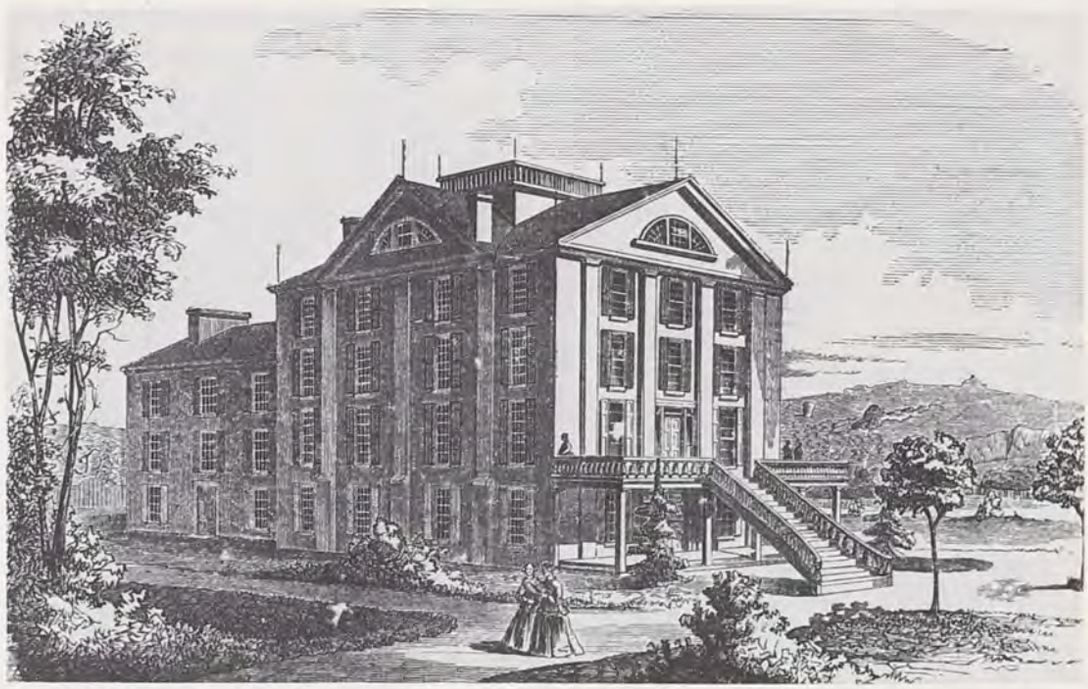
All parties concerned agreed to the merger on condition that a larger room, not in a basement, be provided and furnished with glass cases for safety. This the Board agreed to and Professor Hyde was elected the first librarian. He resigned in December to join the faculty of Lehigh University; whereupon Professor Moses Peters, who taught chemistry and natural history, was chosen to succeed him. A student assistant, Mayne R. Longstreth '89, was appointed, to be paid "not less than $20 per year." Professor Peters reported at Commencement that the library contained about 3,300 volumes, more than 800 of them theological. It was still a pooling of collections, for the societies continued to own and add to their own holdings. As a final note on this part of the College, to be examined further in later eras, the catalog of 1888–9 states that the library is "open to all students for reference and the drawing of books from 1 to 1:30 P.M. everyday except Saturday,—when the time is from 7:30 to 8:30 A.M.—and Sunday."

As the decade of the '70s came to its close, enrollment dropped. In the first years it had varied between 116 and 120 (total for all three departments). But from 117 in 1877–8 it dropped to 69, little more than half, in 1878–9, and rose only slightly, to 76, in 1879–80. At the annual meeting of the Board in June of 1878 President Bomberger reported that "*small* amounts as donations were received." The College had to tighten its belt. After discussing the matter for a year the Board in June of 1879 reluctantly reduced faculty salaries by twenty-five per cent and took other measures to reduce expenditure.

This financial crisis set the stage for a brief and peculiar episode. In 1878 a Peace Commission was formed by the General Synod meeting at Lancaster. Its purpose was to bring together the two factions of the Church, heal the wounds of controversy, in short unite the Reformed Church in spirit. A sign of this new irenicism was the election of Dr. Bomberger as president of Eastern Synod, which six years earlier had censured him. But even though the dove of peace was hovering near, the old feelings were not dead. In December of 1879 a proposal to consolidate Ursinus and Palatinate College in Myerstown, which also was having financial difficulty,

was made to the Board, with the recommendation of the Peace Commission that it be accepted. The more Dr. Bomberger looked into the proposal the less he liked it, and in February of 1880 he pressed upon the Executive Committee of the Board his conviction that it should be categorically rejected. His reason was that if the proposal was accepted, the merged college would be at Myerstown, Ursinus and its School of Theology would be closed, the charter would be revoked; in effect all that he and his associates had worked for would be destroyed. His view was accepted, and the proposal fell to the ground. But the College was momentarily hurt, for rumors of its closing got about and prospective students went elsewhere. In a sense this ebbtide was symbolized by the fact that the graduating class of 1881 had only two members. Better days, however, were soon to come.

In 1881 Ursinus became coeducational. The decision to admit women to the College and Academy came as a natural consequence of the closing of Pennsylvania Female College in 1880. This school was founded by Dr. and Mrs. J. Warrene Sunderland in 1853. As a member of the faculty of Freeland Seminary Dr. Sunderland conceived the idea of opening a similar school for girls. The Rev. Abraham Hunsicker financed the venture and Mrs. Sunderland opened the Montgomery Female Seminary on April 7, 1851. Fifty-seven pupils were enrolled the first year. Then a new building for the school was erected, where the Glenwood Memorial now commemorates the site, to accommodate one hundred students. But Dr. Sun-



Pennsylvania Female College, located on what is now Glenwood Avenue, was founded as Montgomery Seminary in 1851 and offered a program similar to Freeland Seminary for girls. It closed in 1880 and Ursinus became coeducational in 1881. The first women graduated from Ursinus in 1884.

derland's mind reached further into the possibilities of educating women, beyond the secondary level. He believed that they could with profit be instructed in the liberal arts. With this end in view he secured a charter from the Legislature for Pennsylvania Female College on April 6, 1853. Throughout its existence it gave both collegiate and secondary instruction. In the years before the Civil War it prospered, reaching a peak enrollment of 166 in 1861. In 1880, when it closed, the enrollment was 88, 56 undergraduates and 32 preparatory students. The reasons for its closing were lack of endowment, the decline in patronage by students from the Southern states, and the rise of the state normal schools. In its twenty-seven years of collegiate existence it conferred about one hundred and twenty-five bachelor's degrees.

The closing of Pennsylvania Female College meant that there was no school for women in the immediate area. Accordingly the Board of Directors received on June 22, 1881 an overture from the Faculty "recommending the admission of female pupils to the privileges of the College." The Board approved the recommendation. The next catalog gave no indications that the College and Academy were now co-educational except the statement under "Scholastic Regulations" that young women "are furnished with boarding in private families" and the names of the women students in their appropriate places in the student lists. In the sophomore class was Minerva Weinberger, daughter of Dr. J. Shelly Weinberger of the faculty, and Bertha Hendricks, daughter of Rev. Joseph H. Hendricks, pastor of Trinity Christian Church, was a freshman. She caught up in her studies with Miss Weinberger, and in 1884 they became the first women graduates of the College. Of the twenty-eight women enrolled in the Academy in 1881–2, all but six were from the immediate area. In the next year there were three freshman women in the College and eighteen women in the Academy. In this year the Normal course was established, but out of the fourteen enrolled in it only two were women, indicating that at the outset at least this program was not designed for or did not attract women students. And the Literary Course for Ladies was not established until 1887.

Throughout the remainder of Dr. Bomberger's administration there was no provision for the housing of women students on campus. In 1884 the proprietor of Prospect Terrace offered to board them at $4.00 per week, including heat and light. The men students got room and board only for $3.50 in the College dormitories.

President Bomberger was excused from his teaching duties for the year 1883–4 in order to act as financial agent (fund raiser). His report in June of 1884 indicated that he had collected $8,737 during the year. But successful as he had been, a better augury of prosperity appeared in the gift by Robert Patterson of $500 in 1883 for painting and renovation and of $5,000 in 1884 for the general use of the College. Mr. Patterson, a prosperous manufacturer in Philadelphia, had been elected to the Board in 1878, but only now did he show signs of becoming the first large benefactor of Ursinus. He followed the gifts just named by making an incentive offer of $5,000, to be matched by others, primarily to cover unpaid salaries owed to the faculty, in 1885. Greater generosity was to follow.

During the mid-eighties little needs to be recorded apart from the changes in

Prospect Terrace, located on what is now the campus (opposite Trinity Church), offered board to women for $4.00 per week, including heat and light, because there was no provision for housing women on campus. Men students got room and board only for $3.50 in the College dormitories.

curriculum already described. In 1885 the *Ursinus College Bulletin* was begun. Published usually ten times a year it was the news organ for college, students, and alumni until it gave way to the *Weekly* in 1902. In a different aspect of institutional life the "privy connected with the College" burned in October of 1885 and the Executive Committee proceeded to the construction of a "commodious and convenient out house" on its site.

Except for a slight set-back in 1885–6, the total number of students increased steadily through the 1880's, reaching a peak of 180 in 1888–9. The classrooms and dormitories were filled to capacity. The dining facilities were inadequate, giving rise to the formation of eating clubs at the Perkiomen, the Alberta, Prospect Terrace, and in private homes (Kratz's). Clearly the time had come for a major step forward.

The annual meeting of the Board on June 24, 1890 was a momentous one, for at it, although no one knew it at the time, President Bomberger gave his last report. Stern as he always was, dictatorial as he occasionally seemed, his remarks on discipline were especially interesting:

> Our experience in this respect confirms the superiority of a mild but firm exercise of authority, with few simple and reasonable rules, and nothing like police espionage, governing young men and women by getting them to govern themselves.

The other significant proceeding was that a committee was formed to plan construction of a new building as soon as provision was made for clearing the encumbrances (mortgages) on the property. And then was read a note signed by "A friend of the College" which stated

> I hereby agree to subscribe $25,000 toward a new building for the use of the College on conditions that an equal amount be raised by other friends for the same purpose, the erection of the building to begin as soon as provision is made to remove all present encumbrances . . .

Everyone knew that the "friend of the College" could be only one person, Robert Patterson. It was fortunate that this generous offer, which was accepted with enthusiasm, was made when it was, to crown President Bomberger's efforts for "his college", for he was to die two months later.

To present student life accurately has always been a difficult task, seldom successfully achieved, as the falsity of so many novels and movies about college proves. The days of students and faculty alike pass in a regular, profitable monotony, often filled with temporary drama and significance to the participants but devoid of striking or colorful elements to those outside. Only the exceptional incidents tend to be recorded or emphasized. It must be understood, therefore, that campus life at Ursinus in the first two decades was busy, regular, habitual, and to modern eyes uneventful. In a small town so quiet that one of the amusements for students was walking to the railroad station to see a train come in and one of the boldest pranks was to steal a hen from a nearby chicken run to be cooked on one's stove in the dormitory, life was tranquil indeed. To be sure, high spirits were not extinguished. The Rev. Albert R. Thompson, a student from 1874 to 1879, tells of a college mate who scandalized the faculty by interleaving playing cards in the chapel Bible and of filling Freeland bell with water which froze so that the bell could not be rung at 5:30 A.M. Doubtless many similar episodes were chuckled over by old grads but never recorded.

Extra-curricular activity centered for many years in the literary societies. On October 4, 1870, less than a month after the opening of the College, Zwinglian Literary Society was founded. It was named, at the suggestion of F. S. Lindaman, its first president, for Ulrich Zwingli, the Swiss reformer. There had been in Freeland Seminary the Chi Rho Delta Literary Society, which was dissolved after the College started. Some of this society's former members became dissatisfied with Zwinglian, to which they belonged, and resigned on February 9, 1872 in order to form the Platonic Literary Society. In May the name was changed to Schaff Literary Society in honor of Dr. Philip Schaff, the celebrated nineteenth century theologian.

Zwing and Schaff, as they were referred to for sixty years, thus developed as friendly rivals, both meeting every Friday evening in term, Zwing in the fourth floor of Stine Hall and Schaff in the "Attic Hall" of Derr. Their activities were

parallel. Both, as has been seen, started libraries for their members and both devoted their meetings to literary performances of all kinds—readings, declamations, debates, anything that involved speaking. Alvin Hunsicker '84 recalled that his "second most pleasant recollection is the many pleasant evenings I spent at the meetings of the Schaff Literary Society. The momentous questions we used to discuss, and the weighty arguments we advanced, seem almost appalling as viewed from this vantage ground." As time passed, the programs were not always on so elevated a plane. "College Notes" in January of 1886 complains that "Poor jokes are substituted for sound sense. Low slang is indulged in in contempt of good taste. The whole thing becomes a sort of negro minstrel show."

The major events of the student year were the annual open meetings of Zwing and Schaff, the former usually in March and the latter in May. Held in the chapel in the East Wing to accommodate the whole college and interested visitors, these meetings became gala affairs with decorations, musical diversions, and much sober gaiety. A typical example is the open meeting of Schaff in May, 1887. After the opening devotions a mixed quartet

> opened the programme proper with a selection entitled "Welcome To-night." G. P. Kehl then read an essay on "Good Breeding." H. W. Spare rendered a declamation on "Charity," and the quartette sang "Come and Join the Merry Dance." An essay followed by W. F. Ruff on "Working with a Purpose" and the "Seminole's Defiance" was declaimed by A. H. Eberly. Misses Rittenhouse and Kratz next sang, with entire satisfaction, a duet called "Murmuring Sea." "Negative Quantities in Society" was the subject of an essay read by Jas. K. Freed, and this was succeeded by the reciting of "Thanatopsis" by E. S. Bromer. "Birds in Dreamland Sleep" was the title of a very melodious solo, by Miss Rittenhouse, which was heartily encored. The oration of the evening, on "Evil Effects of Avarice" was delivered by C. H. Brandt. . . . After a quartette selection, "Come Where the Wild Flowers Bloom," the "Schaff Gazette" was read by the editor, G. H. Meixell. The exercises closed with the singing of the "Moonlight Dance" by the quartette.

The women students who sang in this program were not members of the society. For them in 1885 a separate literary society, the Olevian, named for Casper Olevianus, another Reformer, was formed, which met on Thursday afternoons in the "President's neatly furnished room". There were eighteen women students when the Olevian Society was formed. It continued a separate existence until the fall of 1898 when women students were admitted to Schaff and Zwing, whereupon it dissolved.

This separation of sexes in the societies was a reflection of the College's views about coeducation. Men and women were to be educated together *in class*. Contact outside should be severely limited. In the opening address of the winter term of 1885 Vice-president Super said "That there should be some commingling on the part of students of both sexes in society is of importance." He gave as a reason that men students, being rough and boisterous, were in need of the refinement that social contacts produce. But too much study time could be spent this way. "Remembering the importance of the evening hours for preparation, the maximum time allowed for visiting and social calls, in our opinion, should not be more than one

evening during the week." It is not clear from this that Dr. Super was referring entirely to men calling on the coeds, but the underlying attitude is clear. Still they managed to meet, if nowhere else, at church and prayer meeting.

In 1886 the Ebrardische Literarisches Gesellschaft was organized for students who wished to improve their German. Inevitably it was named for a theologian, Johann H. A. Ebrard, and it flourished into the nineties. There was much interest in music but no organization until 1887, when under the leadership of Dr. Edmund M. Hyde the Arion Glee Club was formed. Within a few years a number of mandolin clubs, ocarina clubs, and orchestras of varying sizes, abilities, and longevities were to spring up.

Naturally in a college so permeated with the life and influence of the Church the Y.M.C.A. would have a prominent place. The Association here was formed in 1883. In October of 1885 it had 58 members. Besides holding prayer meetings on Sunday the Y held receptions for the new students and assisted in orientation as it has through the years to the present. It early organized deputation work to churches and to charitable institutions in the area.

When people outside colleges think of college life they usually think first of football games, organized cheering sections, and all the colorful display of big time sports. President Bomberger and his faculty could hardly have anticipated how collegiate athletics were to develop, but from the outset they viewed athletics with less than enthusiastic approval. After the reference to informal baseball in the picture of a college day in 1872 there appeared this comment in the next year:

> The baseball and croquet ground is gradually becoming more solid, and it is enough to rejuvenate old muscles to see the zest and hilarity with which the young men avail themselves of the opportunities for such bodily exercises as are profitable, if indulged with due moderation.

After this indulgent and ponderous statement no comment on sport appears for several years.

The Rev. Silas M. Hench '77 describing life in his years at college says

> Athletics at Ursinus in those days consisted of base-ball on the College campus. An occasional game was ventured with a club of some nearby town. The students found recreation in walks to the historic Perkiomen, or Trappe, and sometimes to Valley Forge, or surrounding country. In summer many went bathing in the Perkiomen, and some, at times, seeking fair companions, went boating by moonlight on its placid waters. In winter, when the ice was firm and smooth, skating furnished exhilarating recreation.

In other words, there were no organized athletics. This was still true in 1885. But a little over a year later, "The Ursinus College Base Ball Club has been meeting with signal success. In the last three games played with rival teams it has in each case come off with laurels of victory." The lack of identification of the teams played suggests that they were local rather than collegiate. The first specific mention of intercollegiate play occurs in November of 1886: "Two friendly match games of

baseball between the clubs of Muhlenburg and Ursinus College, played at Allentown and Collegeville, passed off so pleasantly, and gave both parties so good an opportunity of exchanging courtesies, that they smile criticism out of court." The rather defensive tone of this news item suggests awareness of the administration's lack of enthusiasm. In Dr. Super's address a year earlier, already quoted from, he said "The quantity of outdoor recreation a student needs depends on the amount of ventilation he has in his room. . . . With pure air in his room and a gentle heat we are of the opinion that a student needs very little outdoor exercise." And he declared roundly that "You cannot develop both muscles and brains to an indefinite extent. You must take your choice."

The matter was really exercising the administration, for in 1887 an ad hoc committee of the Board on baseball came to this conclusion:

> After carefully considering this question in all its bearings, your committee gave it as their deliberate opinion, that the contests in question are liable to be fraught with moral and other harm to young men participating in them, and hence direct the Faculty to adopt such measures as may seem judicious to them to prevent the contests in question.

But the Board and the faculty were bucking against a tide too strong for them. Even before this report and decision the students had formed the Ursinus Athletic Association, and the comment was made that "The need of some such body was long felt." And the popularity of baseball continued to grow though there was no regular schedule and no such thing as a uniform until 1890.

An entertaining reminiscence of these days is provided by the Rev. George W. Welch '93. What he describes covers in part the next period of the College's history but in spirit belongs here:

> Athletics, especially, were in embryo. Well do some of the graduates remember the beginnings of base-ball and foot-ball. The writer's first suit for base-ball, provided by the college, consisted of a pair of pantaloons costing twenty-five cents. So scantily were we provided that on one occasion, when we played at Bethlehem, we nearly froze on the diamond. On another occasion a Decoration Day game nearly bankrupted the management, because we broke a few bats, and friend Fenton [owner of the local general store] can bear witness that we would get our new balls on credit until after the game. . . . On one occasion a team from Philadelphia was to play a game with us, and the place was so well known that they got off the train at Norristown and walked out, arriving on campus at about five o'clock.

Student enthusiasm for sports and faculty opposition continued, with the student attitude gradually prevailing. In April of 1890 the Athletic Association petitioned the faculty to improve the improvised diamond on the south campus. The faculty refused to do so, for "excellent reasons," whereupon the students leased some land from Dr. James Hamer which they declared was more level and suitable for the game. Pressing on they sponsored a concert and with the proceeds from it purchased uniforms for the team consisting of

a cap displaying a unique combination of the college colors, red, old gold, and black; white flannel shirt, with the word "Ursinus" in black letters across the breast; black knee breeches, black stockings, and russet leather shoes.

A schedule of seven games, four of them with colleges (Swarthmore, Haverford, and Muhlenberg), was played. Baseball was in.

Tennis became popular first in the spring of 1888, when the students organized a club and laid out "two fine courts" on the campus. As part of the Commencement week festivities the Athletic Association held a track meet. Organized teams and intercollegiate competition in these sports did not appear until some years later. Football, which the faculty apparently disapproved of most, was to become the center of athletic interest in a few years after appearing in a tentative form in the autumn of 1890.

In the description of the baseball uniforms purchased in 1890 the caps are said to have a combination of the college colors. The selection of those colors came from a suggestion, presumably by Augustus W. Bomberger '82, then editor of the *Bulletin*, in December of 1887. He dropped the "hint" that Ursinus should have its distinctive college colors "as other seats of learning had." Another editorial "hint" appeared in the February, 1889 issue, and the idea took hold. A spirit of pride and the desire to do what other colleges were doing showed in this and in other aspects of campus life. The upshot of the matter was a democratic choice:

At a mass meeting of the students held on Tuesday, May 8th, it was resolved after some discussion that a suitable combination of black, old-gold and red should be adopted as the distinctive insignia of our Alma Mater. It has since been discovered that these colors predominate in the coat-of-arms generally attributed to the Heidelberg Cathechism, and the choice is accordingly regarded as an exceedingly happy one.

A happy choice indeed, though one is led to wonder why a catechism should have a coat of arms and whether the choice of what were undoubtedly Reformation colors was so accidental as it seemed.

Over all activities President Bomberger and the faculty exerted a firm control. They could occasionally be indulgent. The Rev. C. D. Yost '91 records in his diary that on February 8, 1890 the students were excused from "afternoon recitations to go skating". But the demarcation between what was allowed and what was prohibited was clear. Dramatics were forbidden. Indeed a debate in Schaff on the subject "Should theatrical performances be abolished?" in December 1888 resulted in a victory for the affirmative. Serious Ursinus students were agreed, or had been convinced, that the theater was a source of corruption. And dancing was too far beyond the pale to be even debated.

But youthful spirit will express itself in one way or another. Two episodes may give some sense of how students capitalized on opportunities or made them. In the 1870's there was no contact between the students at Ursinus and Pennsylvania

Female College, though the two schools were only a few hundred yards apart. The boys had no opportunity "to meet or even recognize" the girls of P.F.C.

But lo! the unexpected happened, and their opportunity came. On Sunday evening Pennsylvania Female College was discovered to be on fire. All the students of Ursinus hastened to the rescue. Some bravely fought the fire with buckets, while others went up into the main building, and assisted the girls in packing their trunks and bringing them and their books, etc., down, and out to a safe place on the campus. Then they sat down and had a chat with them. The fire, however, was extinguished without injury to the main building. Then the boys assisted the girls in replacing the trunks in their rooms.

Needless to say, this emergency did not change the status ante quo. It was, in fact, easier for the boys to meet local girls at church and secure them as dates for the Schaff and Zwing anniversary meetings, where alone such socializing was allowed.

The other episode, recorded in the class history of 1891, begins in a dormitory room. Readers of this history will, it is hoped, indulge an act of filial piety.

Rules were adopted for the government of the class, and as a regularly organized body it dates its existence from Tuesday evening, October 8, 1887. When we see those first minutes headed "Fry and Yost's room"—one of our secretaries once read it "Fry and roast's room"—they carry our minds back to the little den in the northeast corner of the main building, third floor, where you might have found the Freshmen congregated as thickly as flies upon a grocer's sugar barrel.

The work in all departments went along smoothly and well, reaching forward into the University Algebra as far as "Permutations and Combinations"; yes, even into "Commensurable Roots" and "Derived Polynomials." But the Latin part of Classical Literature was a pill that was sugar-coated upon the wrong side. Using the old Fiske's Manual as a textbook, the professor would frequently remark that he thought he should soon become an expert dentist, the "drawing" process being such a predominating feature of the recitations. The end came at last. So great was the joy among the boys that they determined to cremate "Old Classical" and do him up right. One of them "bagged it" half a day to make a suitable funeral pyre and stuff up some old clothes to resemble as nearly as possible "a noble old Roman." Another one had previously, from a block of wood, shaped a model of Fiske's Manual, even to the gilding and lettering. The time for the show arrived, and on Wednesday evening of commencement week, 1888, just as the alumni orator pronounced finis, there was to be seen filing from the shades behind the college a solemn procession of Freshmen, wearing steeple hats, and marching to the music of a fife and tin pan, moving across the campus and down the street. Having arrived at their destination, and having given the "late departed" a liberal application of coal oil, "the only original John," an irregular Soph, made an inflammatory speech. Whether this set the pile on fire or not we shall not attempt to argue, but about this time the flames took hold of it and soon it was no more. To this day, in the middle of the little open lot just one square below, can be seen the bits of charred wood and about a quart of rusty nails, which is all that is left to mark the spot where took place the great pow-wow closing the Freshman year for the class of '91.

The historian does not record President Bomberger's reaction to this "ceremony." One trusts that, unlike Queen Victoria, he was amused.

The class of 1891, numbering sixteen, was the largest graduating class up to that time. The historian records some statistics which, assuming their accuracy, reveal

some interesting differences between students of eighty years ago and those of today:

> The average age of the class is 21 3/4 years. The average height is 5 feet, 6 inches, the tallest member overlooking us from an elevation of 5 feet 8 3/4 inches, while the shortest smiles up at the rest from a height of 5 feet. The average weight is 132 pounds, the extremes being 105 and 154. The average length of time spent at college is 4/7-12 scholastic years, the extremes again being 6 1/1 and 1 1/3 years.

The logical deduction from this evidence is that the first Ursinus football team, in the fall of 1890, must have been at best a light one. The extremes in time spent at college suggest that some members of the class were either in academic difficulty from time to time or, as was said earlier, could not pursue their college career without interruption because they could not afford to.

The records evince the intense and complete loyalty of the students in the first decades both during their college years and after graduation. The Alumni Association was formed on Commencement Day, June 26, 1873 by the five members of the first class. Its purpose as stated in the constitution they adopted was "to perpetuate fraternal regard among its members and to promote the best interests of its 'Alma Mater'." Franklin F. Bahner '73 was elected the first president, and each of the other founding members was elected to office except John A. Foil, who was a North Carolinian and could not be expected to attend meetings regularly. In addition to the collegiate alumni, graduates of the full theological course were eligible for membership. The President of the College and the faculty were members ex officio.

The Alumni Association in its annual meetings in Commencement Week did little for several years except revise its constitution and elect each graduating class to membership. Its first distinct action was to name each year, beginning in 1876, a member to deliver the Alumni Oration as a part of commencement festivities. In fact the first of the Alumni Orators was the Rev. Jacob A. Neff '74 in 1878. In 1887 the Association formed the project of endowing an Alumni professorship, but this project languished because the membership was too small to underwrite it. Three years later when the Association's treasury totalled $9.70 a motion was adopted that each member contribute ten dollars for this purpose.

A more significant development in the life of the Association up to 1890 was the establishment of the Alumni Library. As has already been told, there was no college library until Freeland G. Hobson '76, then secretary of the Association, proposed at the annual meeting on June 27, 1882 that the Association establish and maintain a library for the use of the College. This proposal was adopted and a committee appointed to implement it. Gifts of books were solicited and small sums were collected for their purchase. For example, in 1883-4 the disbursement for books was $66.30 and in the following year $24.40. Despite these meager contributions this early interest of the Alumni body set the stage for the joining of the three campus libraries in 1888 and, more importantly, established the practice of library support by the Alumni Association that was to continue until World War II and

stimulated the generosity of individual alumni and organized classes that has continued to the present.

Direct participation of the alumni in the administration of the College began in 1880 on the initiation of the Board of Directors, which requested the Association to nominate four of its members for two vacancies on the Board. The Rev. David W. Ebbert '75, later to be elected president of the College (1904), and Jacob A. Strassburger '73 thus became the first alumni members. This policy was followed rather loosely until 1892 when the Board of Directors decided that the Alumni Association should have the right to nominate five persons for membership on the Board, one a year in a five year cycle, and that election to the Board should thereafter be for a term of five years. This pattern has remained to the present.

The election of the Rev. David Ebbert as one of the first alumni members of the Board was in a sense emblematic of the role played by clergy of the Reformed Church in building Ursinus and of the role played by the College in the life of the Church. Important as this was, and it can hardly be exaggerated, the College owed much from the outset to the devoted services of the laymen as well. Two members of the Board who were President Bomberger's constant and faithful coadjutors must be singled out. Henry W. Kratz was elected secretary and assistant treasurer when the Board of Directors was constituted in 1868. Four years later, upon the retirement of Abram Kline from the presidency, Mr. Kratz was named president of the Board and held that office until 1910, when because of age (he was 74) and declining health he resigned. A native of Trappe, educated at Washington Hall Collegiate Institute there, he was a school teacher for eighteen years and then engaged in various business and political activities, notably as a justice of the peace, clerk of the Pennsylvania State Senate, and recorder of deeds for Montgomery County. His presidency of the National Bank of Schwenksville was helpful in solving the knotty problems of college finance and assuring other bankers that the struggling young college, despite all appearances to the contrary, was a good risk. The minutes of the Board through these years implicitly reveal his wisdom and fairness as a presiding officer and his unwavering support of President Bomberger.

The other strong lay member was Frank M. Hobson. Born in Limerick in 1830 he too was educated at Washington Hall and opened a general store in Freeland in 1856. He retired from this business in 1880, for in the interim he had become largely involved in surveying, conveyancing, and the administration of estates. Like Mr. Kratz he was involved in the direction of local banks, and his ability and experience in finance were early put to the service of Ursinus, for he was elected treasurer in 1873, one year after he joined the Board, and held that office until his resignation in 1899, when he was succeeded by his son, Freeland G. Hobson '76, who had sat with his father on the Board for six years. The most striking evidence of Frank Hobson's devotion to the College was his paying current obligations for it out of his own pocket when Ursinus was literally out of funds. And the Board minutes imply that he played a leading role in the administration in the unsettled years immediately after Dr. Bomberger's death. As will be shown, he was the chief administrative officer for the College in the erection of Bomberger Memorial Hall.

Chapter 4

THE INTERIM (1890–93)

WHEN the College opened in 1870 President Bomberger was fifty-three years old. In the twenty years of his administration he was so indisputably the leader as well as inspirer of the College and all its activities that it would have been hard for anyone to think of "Dr. Bomberger's College" without Dr. Bomberger. Though successive photographs show the toll that time and the unremitting demands of his office took on him, there appears to have been no thought of his administration ending or of a successor being chosen until his death on August 19, 1890, after an illness of two weeks, made change inescapable.

In a special meeting of the Executive Committee held on the afternoon of his funeral on August 23, the Committee, after recording in a minute its personal tribute to Dr. Bomberger's character and service, resolved that Vice-president Super be requested and empowered to discharge the duties and perform the functions of the presidency until a successor should be chosen. This action covered only administrative duties, for Dr. Bomberger's college teaching was assigned to Professor Moses Peters, his theological teaching to Professor James I. Good, and his lecturing on education to Professor Alcide Reichenbach. The Committee also decided at this meeting that the building soon to be erected should be called Bomberger Memorial Hall.

The choice as acting president of Dr. Super, who was now sixty-six years old, was obvious and natural. Vice-president from the opening of the College, he had been Dr. Bomberger's closest associate, ably seconding him and acting as president during his trip abroad and his work as a roving financial agent for Ursinus in 1883–4. Though Dr. Super was not a member of the Board of Directors, he was as intimately acquainted with the condition and problems of the College as anyone outside the Board could be and probably far better informed than many of the directors. A little later, to strengthen the administration particularly on the financial side, with which Dr. Super had apparently had little to do, at least in soliciting for gifts, the Executive Committee requested Rev. Henry T. Spangler '73 to give up the pastorate of St. Luke's Church in Trappe and become full-time financial agent for Ursinus. Dr. Spangler accepted, and in November rented and occupied

Dr. Henry William Super, Vice-president from the opening of the College, was named its acting President in 1890 and second President in 1891.

Dr. John H. A. Bomberger was 53 when the College opened in 1870. He served as President until his death in 1890.

Zwinglihof, which the College bought from the former president's widow. He was also elected professor of psychology in 1891.

So Dr. Super was acting president during the academic year of 1890–91. A possible hint that the situation for him as the heir-apparent was not entirely cloudless, or that there were those who wished some one else to be at the helm, is found in the request made by the Executive Committee in May, 1891 that the Faculty be asked to express their "wishes and preference as to who should be the next president." After two weeks the Faculty replied that they were not obligated by the laws of the College to thus commit themselves, and refused to do so. At the annual meeting of the Board on June 23 it was voted to defer electing a president until the next annual meeting, that is, June of 1892, "unless found practicable to fill the position earlier."

Dr. Super apparently interpreted this action as being by implication a criticism of his administration and resigned all his posts in the College. The Board immediately appointed a committee to reason with him, but he refused to withdraw his resignation, and at a special meeting on July 9, at which he made a statement of the reasons for his decision (the statement is not quoted or summarized in the Board minutes), a motion was passed that he be requested to withdraw his resignation, be relieved of his college teaching, and be elected professor of Homiletics and Church

History in the Theological Department. This motion was communicated to him during the meeting (though acting president he had not been elected to the Board), but he did not reply.

According to his biography, Dr. Super had resigned "presumably for reasons of ill health." Yet Heidelberg University in Tiffin elected him to the chair of New Testament Exegesis in the Seminary there. When he refused this offer, but not apparently because of his health, whatever wheels were turning revolved a little more, and at the next meeting of the Board (July 21) Dr. Super's resignation was accepted and Dr. George W. Williard was elected acting president. At the same time the office of Dean of the Theological Department was created, although there was as yet no dean for the College, and Dr. James I. Good was named to the post. Considering how small the total faculty in the three parts of the institution was and that several of the teachers had duties in two of the three, the need for a dean for one part or another would not seem to have been pressing, unless this was a means of dividing the multiple responsibilities which President Bomberger had so capably filled but which another man who did not command the same obedience or have the same energy might find too onerous.

Dr. Williard had joined the faculty in the fall of 1890 as professor of Apologetics in the Theological Department. A warm and staunch supporter for many years of the low church party, he had recently retired from the presidency of Heidelberg University, an office he held for twenty-four years. He was a long time contributor to the *Christian World* and was the author of an English translation of *The Commentary of Dr. Zacharias Ursinus on the Heidelberg Cathechism*, which by 1888 was in its fourth American edition. After coming to Ursinus, he accepted also, in 1891, the task of supervising the "ladies boarding hall" established in the house later to be called Olevian Hall, the first dormitory for women.

Obviously a veteran administrator but equally obviously a stop-gap choice (at the time of his election he was seventy-three), Dr. Williard accepted the office of acting president at a salary of $1,500 a year, of which he returned one-third to the College as a gift. But equilibrium had not been established. Uneasiness and a certain degree of discontent were reflected by the resignation of three faculty members, two of whom shortly withdrew their resignations. And a feeling that Dr. Super was necessary to the continuing progress of the College, or that he had been treated less than fairly, showed in an overture made to him on March 29 to resume his connection with the College.

Dr. Super's reply on May 31 to the Board deserves quotation. After recounting his long and faithful collaboration with Dr. Bomberger, he writes:

> I resigned my position because I could no longer agree with many measures passed by the Executive Committee. At your annual meeting last June my name was brought forward without my solicitation in connection with the presidency. Charges were then made against me highly derogatory to my character as the presiding officer of the College. The refusal of the Board to elect a president was the result of these charges and virtually supported them.

Under the circumstances nothing was left to me except to resign. I resigned not because I loved the College less, but because my usefulness was at an end.

And he added "I have no ambition for further work; no regrets for the past; no requests from the Board." In answer to this statement by Dr. Super, the Executive Committee simply recorded "the fact that at the Annual Meeting of the Board last June, the question of electing a President for the College was simply deferred, and that no charges were there made against him, as the statement asserts."

The Board records are discreet, and as all those concerned are long since dead, conjecture as to what was happening under the surface can only be conjecture. The tension, for clearly there was tension, may simply have been the result of strong minds refusing to compromise on administrative decisions. Perhaps Dr. Super, still the loyal lieutenant, felt himself not in sympathy with the steps toward modernization and liberalization of the academic and extra-curricular life of the College which had begun at the end of the last administration and were now becoming a reality. Other possible factors might be adumbrated. In any event, the Board at its annual meeting on June 21 offered Dr. Super the presidency, which he accepted the next day.

At the same session the Board resolved "that the election of Deans to the several Faculties be deferred until the Fall meeting and that the Secretary be instructed to notify each Faculty that it nominate one person from among its members for the office of Dean." No establishment of any deanship except of the Theological Department was authorized in earlier meetings of the Board, so that this action, creating in a sense unnecessary administrative officers in a very small faculty (nineteen in 1892–3, including part-time instructors in music and penmanship in the Academy), seems to imply that no one, certainly not Dr. Super, could do all that Dr. Bomberger had done, or that a considerable expansion of the College was being planned for, or that maneuvering for power was going on.

On June 28 J. Shelly Weinberger was elected Dean of the College, on the recommendation of the faculty. He was its senior member, having taught classical languages in Freeland Seminary for ten years before Ursinus began collegiate work, and was also important as a member of the building committee for Bomberger Hall. He served as dean until 1903, when, the oldest member of the faculty, he retired as professor and dean, and was succeeded by one of its youngest members, George Leslie Omwake '98.

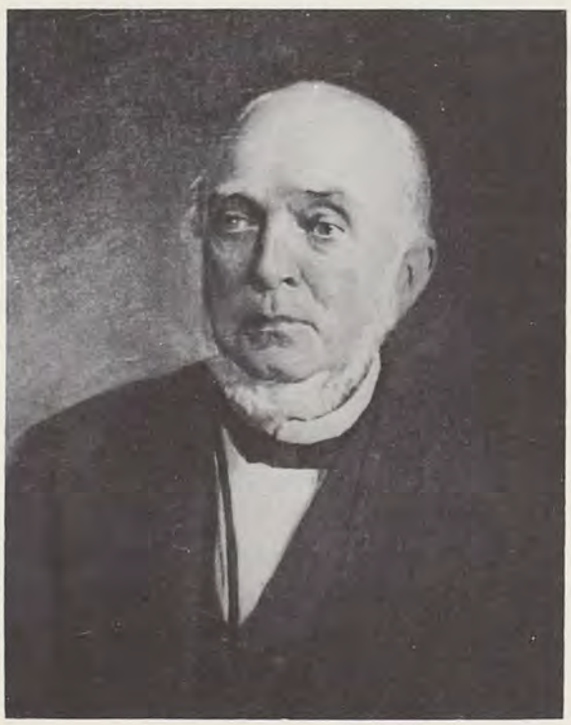
At the winter meeting of the Board on January 17, 1893, Professor Spangler resigned as financial agent because of "a construction put upon such relations, which construction holds me responsible for the entire financial situation of the College." His decision is hard to interpret, for by his own report presented at this meeting the College had received during the last seven years $87,171, far more than in all the earlier years of its existence. Apparently, despite the generosity of Robert Patterson, expansion of the College's program and faculty and the always underes-

timated costs of building were producing financial strain. At this same meeting President Super recommended

> That in view of the strong competition in tuition from Franklin and Marshall and other Colleges Four-year Scholarships be sold for one hundred dollars, and that efforts be made to reduce the teaching force in all departments of the Institution.

The second recommendation was obvious, one of the first ways to tighten the belt. The first was a recourse to a losing venture that, as was said earlier, many colleges in the nineteenth century tried to their sorrow. What it meant was an exchange of $192 in tuition fees over a four year period for $100 in ready cash for the College treasury. What is more, if a student did not attend for four years he could transfer his scholarship credit balance to someone else. In 1895–6 the cost of these scholarships was increased to $150, but tuition also increased, to $60 a year. A year later, and none too soon, the system was abolished.

On April 19, 1893 Robert Patterson died. Generous in his lifetime he was even more generous in death, for by his will Ursinus was bequeathed $10,000 to clear part of its indebtedness and an endowment fund of $150,000 in trust. The total of his gifts while living, for the general benefit of the College and for the building of Bomberger Hall, was $51,400. This munificence ensured the survival of the College, but it did not eliminate current money problems. What was most needed was a young, vigorous administrator who could find other benefactors.



Robert Patterson, of Philadelphia, was the College's first generous benefactor. His gifts while living, for the general benefit of the College and for the building of Bomberger Hall, totaled $51,400. On his death an endowment of $150,000 ensured the survival of the College.

The interim administration was soon to end. A committee of the Board appointed to improve economical operation recommended

> That under the Presidency of the College, be combined the office of teacher of such studies as usually pertain to such position; the direction of the affairs of the Institution; the keeping in touch with the outside world and with prospective students; the visiting of the Churches and keeping the needs of the Institution, as well as its advantages, prominently before the Church and patrons, and also the collection of funds with which to carry on the work.

For this budget of duties the president was to be paid $1,200 a year plus traveling expenses and 10% of the funds collected by him, this commission not to exceed $600 in any year. President Super, never a robust man and now sixty-nine, was "unwilling and unable to bear the double burden of presidency and financial agency" and resigned at this meeting, ending a career of forty-two years in the ministry and education. His decision was undoubtedly correct, for he died little over four years later, on November 26, 1897. That whatever differences he may have had with his associates on the faculty and on the Board had no effect on his love for Ursinus is shown by his bequeathing to the College, pending the death of his wife, his home, Superhouse. And she in turn bequeathed an endowment fund of $20,500 to support a professorship of Church History. That he gave long and valuable service to his students, the College, and the Church is implicit in the history thus far recounted. He was the second of the grand old men of Ursinus.

At the same meeting of the Board at which President Super resigned, Professor Spangler resigned his professorship, and his resignation was accepted. A letter from seven members of the faculty was read "expressing the hope that the Board will not under any circumstances allow Professor H. T. Spangler to sever his connection with the institution." The Board then passed a resolution of thanks to Dr. Super without any reference to his presidency and immediately proceeded to elect Dr. Spangler, by a unanimous vote, the third president of Ursinus. Thus the interim ended and the second major administration began.

The remarkable aspect of these interim years is the degree to which liberalization and modernization took place even before the beginning of President Spangler's administration. Some of these changes can best be recorded in the next chapter. The single outstanding event of 1890–93 was the erection of Bomberger Memorial Hall. As has been pointed out, enrollment rose in the late 1880's, making uncomfortably clear how over-taxed and inadequate the college buildings were. Although many of the academy students and some of the college students lived in the village or nearby and thus did not occupy dormitory space or crowd the dining room, those who were residents filled every corner. In March of 1890 a petition was presented to the faculty, asking for a gymnasium, to which no answer could be given because there were no funds available. The eating clubs were a mitigation of the dining room problem. In 1887 by a change in college rules students were allowed to board with families in the town subject to faculty approval. The chapel in

the East Wing had long been too small for the annual meetings of the literary societies or commencement festivities.

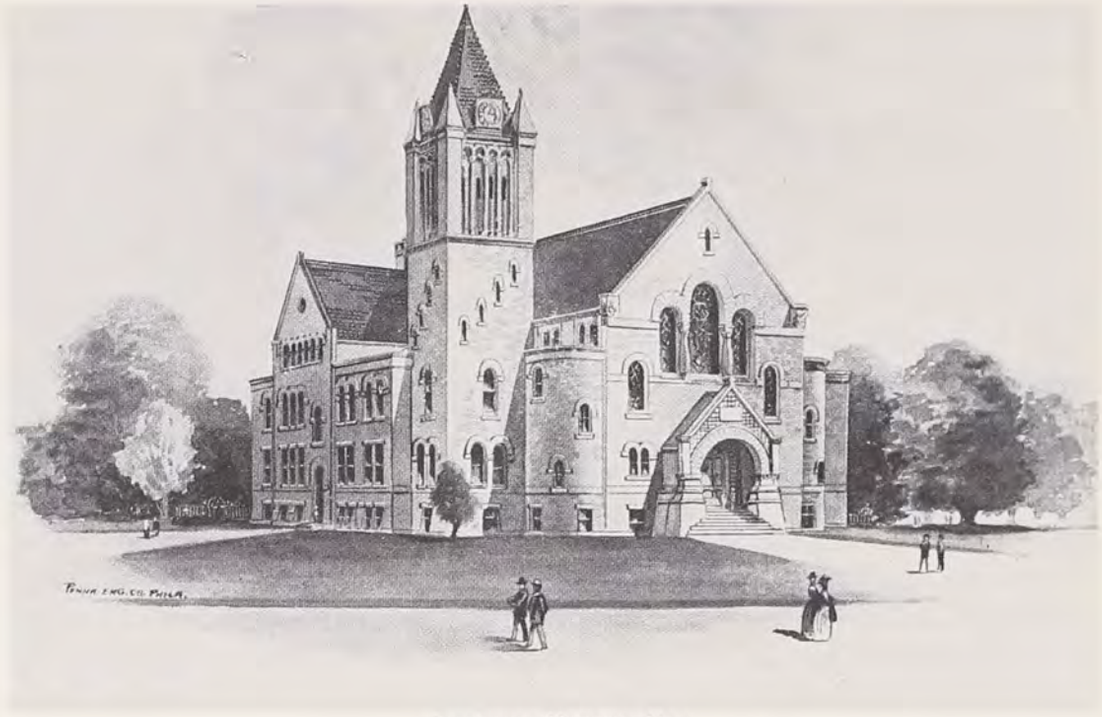
In March of 1890 President Bomberger and one of the directors decided to approach Robert Patterson, Ursinus' "best friend", as the first step to getting a building which they estimated might cost $50,000. They suggested that he give the total cost. After mulling the idea over for some weeks Mr. Patterson proposed to the President and the Board that he would give half the estimated cost if $25,000 could be raised from other gifts. The Board constituted itself a committee of the whole to meet this condition of Mr. Patterson's offer, appointing Frank M. Hobson, the treasurer, Professor J. Shelly Weinberger, and Rev. Henry T. Spangler as the organizers. They were also appointed a resident subcommittee of the Building Committee, which included Mr. Patterson, Dr. Bomberger, Henry W. Kratz, the president of the Board, and Albert Bromer. Mr. Hobson was named local superintendent, or clerk of the works.

On the afternoon of Commencement Day, June 26, 1890, the committee discussed the site, dimensions, and style of the proposed building, and later that day the sub-committee worked out the general plan of it on the basis of suggestions by H. T. Spangler. Less than two months later Dr. Bomberger's death prompted the naming of the building in his memory.

The architect, Frank R. Watson, of Philadelphia, was chosen on January 20, 1891. Together with members of the committee he visited most of the nearby campuses, including Princeton, Pennsylvania, Lehigh, Lafayette, and the suburban colleges of Philadelphia. The plans were approved on March 31, bids were advertised, and on April 22 the contract for the "naked building" was given to Burd P. Evans of Germantown at his bid of $44,500, either the lowest or the most acceptable of the fifteen bids received. The ground-breaking ceremony was held that same day, the ceremonial shovelful of earth being lifted appropriately by Robert Patterson, who in his remarks, typically brief and pithy, told how when a young man he had worked as a plasterer on the present college buildings and said that he would "engage in this new work for the same cause with peculiar satisfaction." To do it he took off his coat as an example to those who were to work in the new enterprise, whether as manual laborers or otherwise.

The cornerstone was laid on Commencement Day, June 25, and construction proceeded with great rapidity. By mid-November almost all the masonry, of Pennsylvania blue marble from quarries near King of Prussia, was complete except the tower. Within thirteen months all was completed except the installation of the stained glass windows, the "opera chairs" for the chapel, and the gas fixtures. Meanwhile construction was begun for the boilerhouse which was to supply the new building and the old ones with heat and water, and for the standpipe, the vertical water tank which was a campus landmark until 1937, when it was demolished. The boilerhouse, housing also for years the campus postoffice and store, was razed in May, 1966.

Fourteen months and a day after ground breaking Bomberger Memorial Hall



BOMBERGER MEMORIAL HALL

Bomberger Memorial Hall, as envisioned by an artist, was built to ease the crowding of college buildings and provide modern facilities. Opened in 1892, it cost $62,000.

was dedicated, on Commencement afternoon, June 23, 1892. Senator Wayne McVeagh, who was to have been the principal attraction, was prevented from attending. Characteristically brief and direct were Mr. Patterson's remarks. He said he was glad to do what he had done and that he would be happy when the building was all paid for:

> I can only say that it will be a great source of satisfaction to me if when this building is completed we can comply with all the contracts and can say that it is all paid for and stands as a monument to all those who have contributed, and to the generations to come that will be benefited through its educational influences. I am not a public speaker and have never had any practice in that direction. If you will excuse me with these few remarks I will hand to Dr. Williard the keys of the building, and hope it will be a momento that may stand here for your children and grandchildren, of which I have none.

Mr. and Mrs. Patterson had had six children, all of whom died in infancy.

His remarks about the cost were to the point. With its ornamentation and adjunct structures and landscaping Bomberger Hall cost $62,000. This included such items as $81 for carving and ornamental plaster, $90 for pulpit furniture, $1,575 for a gas machine, and $117.75 for lightning rods. But it was well worth it, for the new building not only gave quarters for instruction which seemed to the college community in 1892 handsomely spacious, but it opened the way for a badly needed

renovation of the old buildings, including the installation of steam heat and toilet rooms.

The Romanesque exterior of Bomberger Hall and the somewhat utilitarian interior are familiar to every alumnus. What may be of interest are the arrangements and use of it in 1892. The basement was left unfinished except for the washrooms. The chapel was entirely enclosed on both first and second floors by stained glass screens and doors. The arch over the platform was empty until the Charles Heber Clark memorial organ was installed in 1916. The large room in the east corner (Room 7, now 107) housed the library. After 1896 Room 6 (106) was used for the library collection also, connecting to the larger room by a door eliminated in 1923. What is now the academic dean's office was the president's office. The large rooms (not then subdivided) on the north and east corners of the second floor were the chemistry and physics laboratories respectively, and the latter remained a laboratory until Pfahler Hall was built in 1932. There was no provision in 1892 for a biology laboratory, but it was placed in the north corner of the first floor (Rooms 3 and 4, or 103 and 104) in 1895. The two large third floor rooms were the halls of the literary societies, Zwing in the west and Schaff in the east. The back room on the third

The chemistry laboratory in Bomberger Memorial Hall. New laboratories allowed the College to offer an up-to-date curriculum in the physical sciences.

floor was variously called a museum room or art room. Some other rooms were assigned to the YMCA and to the coeds for a study hall, but these uses did not remain exclusive for long.

The only change from the original planning of the structure was in the tower, which was to have been 108 feet high but to lower costs was reduced to 97 feet. It was to have housed a clock and chimes. These also were sacrificed in the interests of economy. Early drawings of the building show these anticipated but unrealized features.

The only other major physical change in the campus during these years was the acquisition in 1891 of the Mahlon Fulton property directly west of the campus. It comprised a Victorian frame house built in 1860 by the Rev. Henry A. Hunsicker, a barn and outbuildings and twenty acres of land. The College purchased the property at a cost of $9,000 (less a donation of $500 by Mr. Fulton). More than the land, though this was a welcome addition to the campus, the Board wanted the house, to be used as the "Ladies Boarding Hall." Professor Williard and his wife were the first "principals" of this, the first women's dormitory. The catalog for

Olevian Hall, purchased in 1891 as the "Ladies Boarding Hall," was the first women's dormitory. It was razed in 1931 to build Pfahler Hall of Science.

1890–1 describes it as having sixteen rooms, but this was an error. The house could accommodate that many students. In 1896 it was given the name Olevian Hall and as such it flourished until it was razed in 1931 to clear the site for Pfahler Hall. The coeds housed in the Ladies Boarding Hall were very strictly supervised, and by students of both sexes it was soon called the "nunnery."

In creature comforts the girls of Olevian were probably better off than the boys in the old dormitories, for whom, before the renovations of 1893, the accommodations were basic. This is shown by the statements in catalogs of the time. The College furnished a double bed, a mattress and two pillows, a wardrobe, a washstand, a table, two chairs, a stove and necessary pipe. The occupants of each room were required to provide "their own carpet, wash-basin and pitcher, waste water bucket, coal scuttle, shovel and poker, broom and lamp." But there were compensations in these spartan quarters. George Welsh, writing after steam heat had been installed, says "We are sure, unless the boys use oil stoves, that no professor could sit beside a stewing chicken all evening, as did the late Professor Ruby in a room in the 'Dog House,' and wonder where all the odor came from." And the supply of water in each room, although it had to be carried up in a bucket, was a temptation to inundate passers-by beneath one's window that was difficult to resist.

Other physical changes were slight. The wooden fence in front of the campus was removed in the spring of 1891, to leave the ground "open to the Turnpike." Upon the completion of Bomberger Hall the basement of the East Wing (Derr Hall) was remodelled to serve as a gymnasium. And the first faint intrusion of modern mechanical equipment appears in the purchase of a "Typewriting instrument" for $40 (list price $100) in November of 1890. Our forefathers, happily or unhappily, never dreamed of automation and computers.

Curricular change is usually less spectacular than additions in stone and mortar, but without it a college stagnates. The innovations during the three years being examined continued the adjustment to changing needs and to larger faculty resources begun in Dr. Bomberger's last years and prepared the way for the introduction of the Group System in 1894 under President Spangler. Sometimes the changes seemed tentative and uncertain. For example, in 1891 a course in literary criticism was introduced with the comment that a thorough knowledge of the processes of composition and the distinctive nature of the types of literature must precede "a possible criticism of any considerable portion of English Literature." Yet this course was made an elective in the Classical Course and was not included, either as prescribed or elective, in the Literary Course. In the next year the Literary Course was extended to four years, but literary criticism was not required. The real addition in this enlargement was the introduction in the senior year of Pedagogy (no longer simple teaching), the several terms being devoted to "Its Sphere, its Principles, and its Methods," "Child-training at Home and at School," and "The Higher Education of Women." Here in effect was the beginning of collegiate preparation for teaching which has been so important a part of the academic program at Ursinus to the present day.

The creation in turn of the Scientific Course, the Literary Course, and the Normal Course (in the Academic Department) was in part an effort to attract and cater to more students and thus increase the income of the struggling college. But it was more than that. It was a recognition of the fact that the fixed curriculum of the 70's was no longer suited to an age in which a college was called upon to educate its students for varied professions and occupations requiring specialized preparation. For example, in the early 1890's an Ursinus graduate with one term each of zoology, physiology, and botany behind him was hardly equipped with a sufficient preparation in biology for medical school. The idea that the liberally educated bachelor of arts could be an intellectual Leonardo da Vinci and do anything, if it had ever been true, did not seem true now. Varying interests and the emerging demand for specialization required a change in academic patterns.

Response to this demand began to appear in 1892–3 when, in addition to the three four-year courses leading to the appropriate bachelor's degrees, two-year curricula were set up for students intending to enter the ministry, law, and medicine without completing college. At this time and for years after, it was possible to enter post-graduate study upon the completion of two or three years of college. Since these curricula embraced only the first two years, all courses in each of them were prescribed, as was true for all freshmen and sophomores. Incidentally, in that same year the individual courses were for the first time described, rostered, and grouped in departments: Language and Literature; Biblical Study; Philosophy, History, and National Economy; Mathematics and Natural Science.

The contending pressures of expansion of offerings and of necessary economy in operation were reflected in an action of the Board of Directors instructing the faculty to redesign the curriculum so as to reduce time required for teaching "either by grouping the subjects or by providing a flexible course leading to but one degree from which students may select studies according to their individual preferences."

The faculty later reported that it had reduced teaching time by twenty-three and a quarter hours in the Collegiate Department. In part this was done by distributing the courses taught by Professor Williard, who was aged and willing to retire, among the other professors. There were after his resignation twenty-one teachers (full and part-time) for a student body of 154, including eleven students of music only—a fine ratio in modern terms, but it must be remembered that this faculty was teaching a range of courses covering ten years, from the second year of high school to the last of theological seminary. And indeed there were resignations and threats of resignations from faculty members overworked in class contact hours. The actual implementation of the Board's directive to redesign the curriculum came a year later, as will be shown, and formed the pattern that continued for the next fifty years.

Enrollment during these years was a little lower than in the late 1880's, 156 in 1890–1, 174 in 1891–2, 144 in 1893–4. These figures are the total enrollment; the numbers of college students for these same years were 67, 64, and 62. The academic department was no longer the largest part of the student body.

Campus life maintained its even tenor, with some signs of increasing extra-curricular activities. In 1890 Professor Nathan Balliet organized first a glee club (there had been one briefly under the aegis of Professor Hyde) and then an ocarina club. The college orchestra was revived under the leadership of I. C. Williams '91. A growing desire to do what other colleges were doing was responsible for the creation of "a very neat button with the college colors and the name 'Ursinus' upon it," of the "latest pattern" and like those of Lafayette and Wesleyan.

The chief extra-curricular interest was athletics. Football came to Ursinus in a tentative guise in the fall of 1890. It was called "a recent bidder for popularity . . . , and the time accorded it has been given almost entirely to practical study of the rules and points of the game and training." But no game was played with another college until 1893. Meanwhile, baseball flourished, and games were played in the spring of 1891 with Lehigh, Muhlenburg, P.M.C., Rutgers, West Chester, Dickinson, Swarthmore, and the University of Pennsylvania. Interest in the sport was serious enough to warrant the setting up of training rules for the squad, including "Abstinence from the use of tobacco in any form," a reminder of the popularity of chewing tobacco with ball players in bygone years. It was not a winning season, but conditions were at least better than a year earlier when the players were each given a demerit for "going away on Saturday to play ball."

Student enthusiasm for sports still outran that of the administration, but a softening of attitude can be found in the Executive Committee's grant of $25 to the Athletic Association "to be used in leasing and repairing their baseball field." Where this field was is not clear. The students felt it was a good one but "too far distant from the campus" and argued that better provision should be made because "many young men are influenced in their choice of their Alma Mater by the character of her provision for athletic sports." The cogency of one or both of these opinions was felt, for in the next year (1892) the college authorities rented from Dr. James Hamer a plot of ground four hundred and fifty feet square "immediately adjoining the college campus" on which a baseball diamond and, it was hoped, tennis courts would be laid out. New uniforms were ordered and a schedule of fifteen games, most of them not with other colleges, was arranged. Not all of these were played, several being cancelled, and apparently one collegiate opponent chickened out.

Baseball, thus, was firmly established, but this did not satisfy the desires of some students, for in November of 1892 appeared this evidence of discontent: "The lack of interest manifested in athletic sports by the students of Ursinus is deplorable. Tennis and baseball are played to some extent, but football, pre-eminently the American college game, is entirely without an enthusiast." Apparently a few enthusiasts were found, for in the next fall a football team was organized and went down to crushing defeat, 62 to 0, at the hands of P.M.C. It was hardly a prosperous beginning, but at last there was football. Better days were ahead. In President Spangler's administration the faculty took a favorable stance toward sports, and Ursinus became a college to be reckoned with on the gridiron.

Chapter 5

PRESIDENT SPANGLER'S ADMINISTRATION (1893–1904)

HENRY Thomas Spangler, the third president, was born in Myerstown in 1853. He began his college work in Palatinate College, transferred to Ursinus in 1870 and was graduated as valedictorian of the first class in 1873. Two years later he was graduated from the Theological Department. After serving as an assistant editor of the *Christian World* he was ordained and served several pastorates in Ohio and Pennsylvania. In 1876 he married Marian E. Bomberger, daughter of the first president. After four years as pastor at Landisburg, Pa., he succeeded his father-in-law at St. Luke's Church in Trappe and was that same year (1884) elected to the Board of Directors. Two years later he became Field Secretary, serving in this position for Ursinus concurrently with his pastorate. As has already been told, he resigned his pastorate in 1890 to devote his whole energy to the College and was elected professor of psychology in 1891.

Though a dedicated clergyman President Spangler realized that the College's prosperity would have to be based on "its merits rather than on any theological position or church relation." His influence can be discerned in the beginnings of modernization already recorded. His administration, which covered eleven years (1893–1904), was distinguished by his efforts to build a strong, university trained faculty, to enlarge the curriculum and adapt it to the changing times, to raise the standards of admission and the general level of academic achievement, and to liberalize and enrich extra-curricular life. His success in attaining these goals and the problems he encountered in these and other matters will be the burden of this chapter.

In his inaugural address delivered at his installation on September 6, 1893,

Dr. Henry Thomas Spangler, valedictorian of the first graduating class in 1873, was elected third President of the College in 1893. His administration was characterised by the development of a strong, university trained faculty, heightened academic standards, and an enriched extra-curricular life.

President Spangler did not present a program of objectives or announce startling innovations. He reviewed the history of higher education in America, the place of the Church in fostering the creation of colleges, the particular events and conditions that resulted in the building of Ursinus, and her achievement. While he analyzed the peculiar responsibilities of the Christian as contrasted to the secular college, he emphasized the fact that sectarianism did not limit or inhibit the College or any who might study there:

> While Ursinus College thus firmly adheres to the principles and attitude of the Christian college, there is nothing in its course of study, in its government or discipline, that in the least interferes with the enjoyment of its privileges by students who have no definite faith whatever, or whose religious prepossessions are different from those of the denomination to which the College belongs. Educationally it stands upon the same platform with all other colleges. Indeed, it is among the most advanced in the liberality and freedom of its thought, and the liberty of choice in subjects of study.

Like President Bomberger twenty-three years earlier he emphasized the College's responsibility to develop the whole person. Its mission was "to develop character, intellectual and moral; to train and direct the activities of the whole life; to educate rather than to develop scholarship."

Scholarship was, however, the keynote of the hour. This was apparent in the policy the President initiated of recruiting faculty members trained in the new graduate schools. The role of Johns Hopkins University in developing true post-graduate study in America is well known. Before 1876 a master's degree, often, like those awarded at Ursinus, purely honorific, was a sufficient credential for a college teacher. But now the impact of scholarly training in depth was being felt. The first Ursinus faculty member to hold a doctor of philosophy degree was Edmund Morris Hyde, who was elected adjunct professor of languages in 1887. A graduate of

Trinity College, he gained his Ph.D. at Yale in 1887 and also studied at Leipzig before coming to Ursinus. He immediately became an energizing force, as has been shown, in creating the combined library and in stimulating musical activities as well as being a demanding and exciting teacher. Unfortunately his merits were all too apparent, and within two years he was called to Lehigh. He returned to Ursinus for a year as dean and professor of Latin in 1899, but was again called to Lehigh.

Dr. Hyde's career at Ursinus has been given in full because it typifies the way the new Ph.D.s came and went. From 1893 to 1904 there were at least a dozen, some staying one year, some two or three. Several were excellent teachers and scholars who gained academic laurels for their scholarly activities in later years, for example, Raymond Dodge, professor of philosophy and psychology in 1897–8, Wilbur Marshall Urban, who succeeded Dodge in 1898 and taught here until 1902, and John Raymond Murlin, professor of biology from 1901 to 1904. A few turned out to be mistakes, one of them being dropped after a few months. The chief reason for the high rate of turnover was the low salaries paid here and the fact that these salaries, low as they were, were often in arrears. A second reason was that the College did not have the resources either in library or laboratory to support the research that these young scholars wished to pursue.

Of all this group two left a more than passing imprint on Ursinus and the students. P. Calvin Mensch '87, professor of biology and instructor in chemistry from 1893 until his death in 1901, developed the study of biology, which up to his time had been really a fringe subject, and laid the first real foundations of collegiate preparation for medical and dental school for which Ursinus has long been noted. His Ph.D. was in fact a dubious one, from Grant University (1891), but his M.D. from Bellevue Hospital Medical College was sound, and he studied before returning to Ursinus or during his tenure here at Johns Hopkins, Woods Hole Marine Biological Laboratory, the U.S. Fish Commission, and at the Naples Zoological Station on a Smithsonian Institute appointment. His influence will be noted in the changes in curriculum to be recorded.

The other young Ph.D. who made a mark made it twice. J. Lynn Barnard was graduated from Syracuse in 1892 and came to Ursinus in 1897 immediately after getting his doctorate at the University of Pennsylvania. During seven years he was a most stimulating teacher of history and political science, and several of his students in this time went on to win national reputations as political scientists. Red headed, affable, enthusiastic, he won the students' affection by his enthusiastic support of the football teams and his directing of the glee club. His resignation in 1904 was a real loss. No one could then have predicted that he was to finish his teaching career by returning to Ursinus in 1927 as head of the political science department to teach until his death in 1941. In the interim he was to become widely known as a writer of textbooks on political science for high schools.

Not strictly in the group of teachers treated here but worthy of memory was George Stibitz. Valedictorian in the two man class of 1881, he gained his Ph.D. at Yale in 1887 and returned to Ursinus the next year to be, first, professor of Latin in

the College and second, professor of Hebrew and Old Testament literature in the Theological Department from 1890 to 1896.

Other instructors, without the accolade of the doctorate, served during these years. The historian, hampered by lack of knowledge and space, must do them the injustice of omission. "These were honored in their generations, and were the glory of their times." Perhaps more cynically one must say, "And some there be, which have no memorial."

The major academic innovation in the years during which these professors taught was the Group System. It was not given that name when it was instituted in 1894. Then it was described as

> a regulated elective system, giving to students of different natural gifts and seeking preparations for different callings in life, opportunity to pursue studies adapted to their individual tastes and aims.

Each course, as the group was then first called, included

> (1) dominant subjects, which adapt the courses to the needs of particular classes of students and which afford special preparation for future professional study; (2) related subjects, to give the breadth and symmetry requisite in a liberal education; (3) studies common to all the courses and required of all students.

Four courses (groups) were offered—the Classical, the Latin-Mathematical, the Chemical-Biological, or Preparatory Medical, and the Modern Language. The degrees of Bachelor of Science and Bachelor of Literature were eliminated, except for students already in the process of earning those degrees. Under the group system all courses led to the Bachelor of Arts (this was later changed and the Bachelor of Science degree reinstated).

A comparison of the four curricula shows that at first the amount of differentiation or specialization was not great. The freshman year was the same for all, with one common choice between physics or physiography. In the sophomore year all studied mathematics, history, and English (specified courses in those departments). In the two upper years all studied English, logic, Bible study, Theistic philosophy and apologetics, and a modern language (in which there was a choice). The electives were not free electives but choices between pre-determined alternates; e.g., a Chemical-Biological major could choose in the senior year between History of Philosophy and German 4 or French 3. Thus at the outset the group system was a far cry from the elective system devised by President Eliot of Harvard, but it was a mechanism which could expand and alter as the ability of the College to provide instruction in more subjects increased and as the needs of the students for varying preparation changed.

Change was not long in coming. In 1895 the Latin-Mathematical Course became the Mathematical-Physics Course, a more logical grouping, and the next year a new group, the Historical-Political, was created. In this year the alternate choice

pattern was largely eliminated, and genuine, though still somewhat limited, election was allowed in each group. For example, a senior in the Modern Language Course had a choice of seven elective subjects.

It is quite noticeable in these years that proliferation of courses in given subjects depended largely on the personnel of the faculty. For example, even after the occupation of Bomberger Hall, which provided laboratories for the three major sciences taught here, chemistry had only two courses but biology because of the coming of Professor P. Calvin Mensch had six. Similarly history, though required for all students, had only three courses until the advent of Professor J. Lynn Barnard, when it too increased to six. Two years later it shrank back to three as the number of courses in political science, Dr. Barnard's real interest, increased. These changes meant that the College was using as best it could the talents of new teachers recruited by President Spangler in his continuing effort to upgrade the professional qualifications of the faculty.

Adjustments continued in the light of experience. In 1903 the Latin-Mathematical Group was re-established, and in 1905 (to look for a moment beyond the period under consideration) the Mathematical-Physics Group was abolished, though oddly enough the number of students enrolled in it a year earlier was the third largest. In 1906 it was re-activated, but for a time had a bare handful of students. Such shifts at times reflected the skill or popularity of a given professor, for the faculty was still so small that most departments consisted of only one teacher. In 1899–1900, for example, English was the only department with two instructors.

Other changes strengthening the academic program occurred. In 1897 experimental work in psychology was begun and a laboratory equipped under the direction of Professor Dodge and after under Professor Urban, though no description of the laboratory appears in the catalog until two years later. A note in the *Bulletin* for April 15, 1899 states that "The Senior seminar work, introduced by Dr. Urban in Philosophy and Dr. Barnard in History, is very interesting to the class." The catalogs of these years describe no seminar in history and the seminar in philosophy not until 1900. In 1899–1900 Dr. Hyde during his brief second stint on the Ursinus faculty gave a lecture course on "Roman Private Life", referred to in the *Bulletin* as the course in "Archaeology", illustrated by slides, maps and other "visual aids." Still another change, or rather innovation, was the creation of department honors. In the beginning these were awarded simply on the basis of grades; to qualify a student had to get an A in all the courses in his department designated as honor courses. In President Spangler's last year the nature of department honors was changed to what it has been ever since, an award for a project of individual research embodied in a thesis.

Still another change not in itself academic but affecting the whole academic pattern was the adoption of the two semester calendar in 1895–6. From the opening of the College in 1870 Ursinus had operated on a three term calendar, the fall term of sixteen weeks and the winter and spring terms of twelve weeks each. The difference in length was paralleled by the tuition charge of $20 for the fall term and $12

for each of the other two. In the change to the two semesters of equal length beginning and ending approximately at the same times as today, the College was adjusting to the national practice. The change also tended to stabilize the classes, for under the old calendar a student could enter in any term, and there was much coming and going term by term. Now most students began in September and continued throughout the college year.

The third major change in President Spangler's administration was the raising of the standards of admission. During the years up to 1893 the requirements had changed little from the original ones set in 1870, except the recognition of the fact that candidates were now appearing, especially to enter the Scientific and Literary Courses, who did not have a thorough grounding in Latin and Greek and who had little desire to study classical languages. In 1892–3, the last year of President Super's administration, the entrance requirements were stated thus:

> Applicants for admission to the Freshman Class in any of the Courses of Study must first satisfy the Examining Committee that they are well grounded in the fundamental branches of knowledge. Among these are Orthography, Reading, English Grammar and Composition, Arithmetic, Geography and the History of the United States.

Examination in these subjects is called "preliminary", and the catalog then states that applicants for admission to the Classical Course must pass a "Matriculation Examination" in English, Science, Mathematics, Latin, and Greek. Science is particularized as Physical Geography and Elementary Physics. In Greek the examination covered "Grammar, particularly the conjugation of verbs, and in syntax the cases, moods, and tenses; Greek Lessons; Xenophon's Anabasis, book I." Candidates for the Scientific Course were not required to take the matriculation examination in Greek, and candidates for the Literary Course were required to take only the matriculation examination in English, which consisted of "Analysis of Sentences from selected authors" and punctuation.

In 1893 the requirements for admission were made much stiffer and were spelled out in detail. For the sake of comparison only Greek and Physics will be cited, to show the change characteristic in all subjects. The requirements in Greek now read:

1. Grammar; pronunciation as recommended on page VII of Preface to Goodwin's Greek Grammar.
2. Xenophon, four books of the Anabasis.
3. Translation at sight of average passages in Attic prose.
4. Prose Composition, the translation into Greek of simple English sentences. White's Beginner's Greek Book, complete, or Jones's Exercises in Greek Prose, twenty-six exercises, is recommended.
5. History of Greece, Oman's History of Greece, Mahaffy's Old Greek Life, or Fyffe's Primer of Greek History, indicates the amount required.
6. Ancient Geography.

In Physics the requirement now read:

> As contained in the elementary treatises of Kiddle, Gage, or Avery. Schools preparing students for Ursinus College will please take notice that laboratory work in Physics will be required in addition to the class-work, beginning September, 1895; and candidates must present their laboratory notebooks, showing that they have satisfactorily performed at least 30 experiments in elementary Physics.

By 1895–6 the number of experiments was increased to 40.

Almost every year some change, usually raising a requirement, was made. As one last example, beginning in 1895 candidates had to be prepared (1) to write short essays on the substance of certain English and American classics and (2) to pass an examination in detail on four of them, all prescribed and changed year by year. The set books for 1897 for (1) were Shakespeare's *As You Like It,* Defoe's *History of the Plague in London,* Irving's *Tales of a Traveller,* Hawthorne's *Twice Told Tales,* Longfellow's *Evangeline,* and George Eliot's *Silas Marner,* and for (2) Shakespeare's *Merchant of Venice,* Burke's *Speech on Conciliation with America,* Scott's *Marmion,* and Macaulay's *Life of Samuel Johnson.* The effect of entrance requirements like these set by Ursinus and her sister colleges in the '90's could be seen in the prescribed readings of high schools in Pennsylvania for three decades in the twentieth century.

Admission examinations were held in a two day session during commencement week and on the Monday and Tuesday preceding the opening of college in September. Students in the Academy who passed satisfactory finals in the subjects required for admission were admitted to the freshman class without examination, an inducement to attend the Academy since a formidable hurdle could thus be avoided. The effect of the new standards was a much more ably prepared student body and a general raising of the quality of work done in college. But it had a dampening effect on the growth of the College, for many high school students could not meet the standards or were afraid to try. Thus the enrollment for 1892–3 was 54, increasing year by year to 1896–7, when it reached a high of 91 only to drop back to a low of 58 in 1900–01, and climb back to 85 by 1903–4. Of course, fluctuations in size then as always were also affected by other factors such as the state of the national economy.

Students were also admitted without examination from high schools and academies which the Ursinus faculty had approved. There are no records left to show what these schools were or how many students were admitted upon examination or upon certificates from approved secondary schools. Considering how much of the College student body was made up of graduates of the Ursinus Academy, the number entering by examination was probably small.

An extension of the College's educational program was regularized at the beginning of President Spangler's administration. In March of 1891 the Board authorized Dr. Stibitz, then professor of Hebrew and Old Testament literature, and Nathan M. Balliet, professor of Latin, to conduct a summer school of languages. Oddly enough, this seems to have been an ex post facto decision, for the catalog of

1889–90 lists in the calendar for 1890 the opening of the Summer School of Languages on June 30. No description of summer school appears in the catalog. The summer school continued for a few years on this semi-official basis, until in 1893 it appeared in the catalog with a listing of the courses to be offered (in mathematics, Latin, and Greek) and a statement of its purposes. Apart from offering courses for those who wanted learning for its own sake, the Summer School provided an opportunity for those who lacked some credits for admission to remove conditions and for those who had failed courses to repeat them and make up deficiencies. And, of course, it afforded a chance for acceleration, long before that term had been thought of. In its earliest sessions the Summer School was small, and it continued small through the years until it was abandoned in 1924, only to be revived in the emergency conditions in World War II and then to continue to the present. In 1968, for the first time, summer evening courses were offered.

The decade of the nineties was a busy and exciting time. Innovations seemed to turn up every year. Occasionally these were abortive or even still-born, like the Department of Commerce announced in 1896 to "train young men and women for active business." It lasted only one year. More sturdy were the Departments of Music and Art, established in 1895. The first offered "thorough instruction in Piano, Grand Organ, Violin, Cornet, Theory, Voice Culture, and Chorus Singing," all taught by a faculty of three. The Art Department taught freehand drawing, painting in oil of flowers, landscapes and still life, and china decoration, at a charge of seventy-five cents for a three hour lesson. This venture did not take a firm hold and eventually died, but it is interesting to note that in its first years a member of the "visiting committee" was Robert Henri, who was to become a celebrated artist. The Department of Music was hardier, and with periods of expansion and contraction has continued to the present day.

Still another change for the better was the upgrading of the master's degree. As has been told, it had been awarded to any graduate who had been engaged in some profession for three years and who paid the requisite fee. Beginning in September, 1895, the degree of Master of Arts was awarded to Ursinus alumni or those of other colleges "only after they have satisfactorily completed a definite course of graduate or professional study and have submitted an approved thesis, related to some subject of study pursued, and containing not less than three thousand words." The thesis could be a by-product of study in graduate school, so the new requirement was not very onerous, but as a result the number of master's degrees awarded declined. In 1896 but one was conferred, in 1897 none.

President Spangler tried various measures to improve still further the intellectual life of the College and the raising of standards, including the creation of visiting committees to advise and stimulate the work of all parts of the educational operation. This effort, too, was short-lived, for all such programs cost money, however little, and with a student body that was not increasing in size while the faculty was and with costs of operation outrunning the modest increases made in tuition and boarding fees (in 1901 total costs for a year ran from a minimum of $200

to $235, compared with $195 twenty years earlier), any new venture could very well entail an increase in the current and long-term deficits.

Another major effort of this administration was directed toward the liberalization and enrichment of extra-curricular life. It is not always easy in a college to determine whether change comes through the administration's and faculty's pulling or the undergraduates' pushing, and in what follows there will often be no effort made to assign credit for what happened. In athletics there is no uncertainty. The pressure came from the students. Despite the initial loss to P.M.C. in the fall of 1893 they were enthusiastic. "The football craze has struck Ursinus now that our students have actually seen a game played." There was no coach "since none of the Alumni have played football and there is no money to hire one." The year 1894 was not much better despite the engagement of a coach and the purchase of sweaters adorned with a large gold U. But in 1895, though Ursinus won only one of its five games, four of its opponents were college teams: Swarthmore, Temple, Lafayette, and Haverford.

Leadership was provided by the enthusiasm and drive of Edwin W. Lentz '95, whom the *Ruby* of 1903 dubbed the "Father of Football at Ursinus." While a student in the School of Theology and Dean of the Academy he directed and energized the students interested in football. Immediate results were not encouraging. In 1896 the team won one game, tied one, and lost six (a record not unlike that of seventy years later). 1897 saw improvement and 1898 brought a successful season; Ursinus won seven games out of nine and held her opponents scoreless in six. A wooden grandstand was built for the cheering section and a training table started for the squad. 1899 and 1900 did not repeat the triumph of 1898, partly because of inexperienced players and partly because of some lack of harmony in the squad. However, athletic relations were pretty firmly established with sister colleges that Ursinus has been meeting throughout the years since—Lafayette, Muhlenburg, Swarthmore, Lebanon Valley, Rutgers, Franklin and Marshall, Delaware, Haverford.

Real prestige came with the success of the football team in 1901. Edward E. A. Kelley '01 was named coach and graduate manager. Under his leadership and that of the captain, John Lentz '02, the team won six of its nine games, defeating among others Rutgers, P.M.C., and Haverford, and losing by only one point to what was to become the traditional rival, Franklin and Marshall. Impressive as this record was, it was eclipsed by the next season, for the 1902 team won all nine games to become the first undefeated team in our history. Apparently success brought complacency and a slackening of efforts, for the 1903 record (five victories to four defeats) was called by the manager, E. A. Kelley '01, "one of her greatest failures." And the period under consideration ended in an indifferent record in 1904.

Baseball continued to grow in popularity. The will to win is always strong, and apparently in the days before the need to police college athletics was seen, "ringers" were brought in on occasion to strengthen the chances of victory. In May, 1895 the

"services of a pitcher were obtained for the Reading and Allentown games, as it was thought advisable to keep our pitchers in reserve for teams of our own class." Apparently this sort of thing recurred, for the 1903 *Ruby* states that through the "firm, persistent efforts of Dr. Barnard with the co-operation of Professor Gummere, baneful elements have been thoroughly stamped out, and a standard for pure, *bona fide* athletics has been fixed and maintained for the student body." But the price of athletic purity, like that of liberty, is eternal vigilance, and there are some hints that in succeeding years an occasional "ringer" did play for the Red, Old Gold, and Black.

In the last years of the century baseball flourished, the '98 team winning nine out of fourteen games. All proceeded prosperously until 1904 when bad weather and a poor new field (the College had had to give up the field on Dr. Hamer's property) combined with other factors to make an indifferent season (seven won, seven lost). "The new field was everything but new. A Peking wall of earth bordered it on the east; a succession of hills and valleys undulated down to a lowest point in center field, from which the unfortunate fielder has to stand on boxes to see 'home plate'." On Price Field the center fielder still has to stand tall to see home plate.

Women were not supposed to participate in athletics except of the more ornamental sort such as croquet and archery. Nevertheless, we learn that in 1894 "Some of the lady students boarding at the hall have purchased a bat and ball and are practicing the game for the purpose of showing the regulars." Baseball didn't have a vogue with the coeds, but tennis did, and there was some complaint that the girls had to share a court with the faculty and their wives. The really notable novelty in sports for women was the appearance of basketball in 1900. How the coeds managed to play it in the long skirts then worn must remain a mystery. Perhaps the garb accounted for the low scores (11–10, 8–7) in the first season's play. Then the sport disappeared, to be revived in 1905–6. Apparently the chief impetus for girls' basketball came from President Spangler's daughters, Marian '03 and Sara '06, both of whom captained the team.

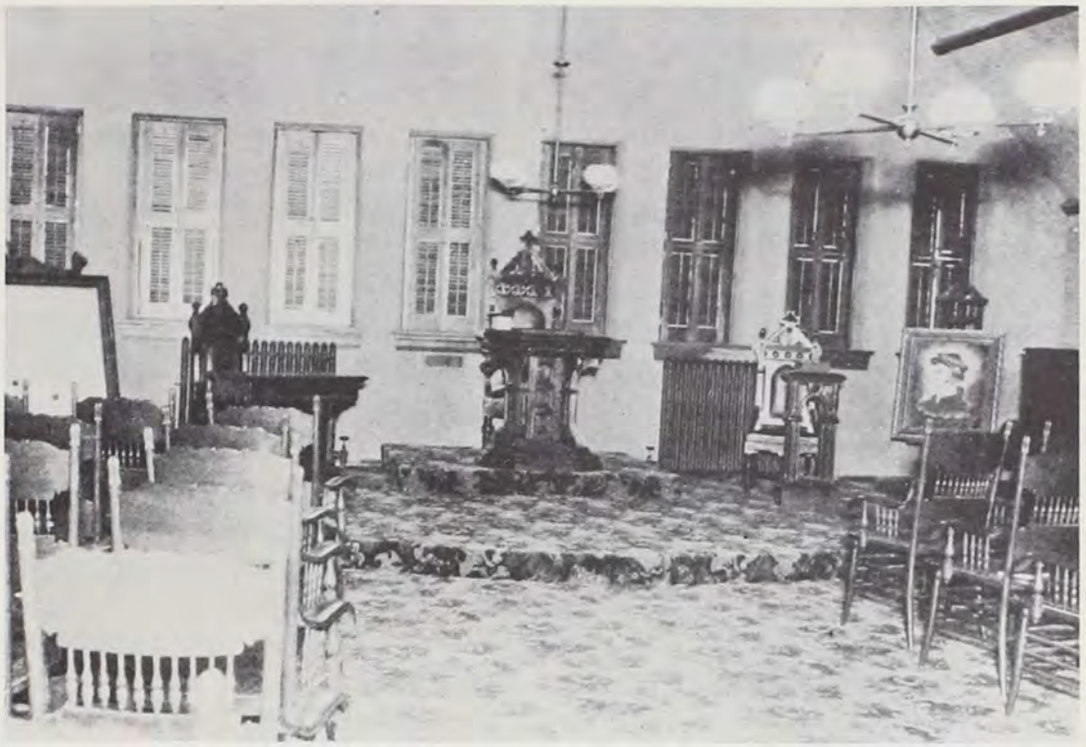
As has been said, the students in these years pressed for more and better athletics. They did not, however, as in President Bomberger's day, find the administration "decidedly neutral, and more often repressive." From 1893 on a "broader and more liberal policy began to characterize every department of the institution." The operative change in athletics came in the creation in 1895 of the Athletic Committee, composed of a faculty member, a member of the Board, an alumni representative, and two students. The Committee was hampered by lack of funds, for the College had no resources available for this purpose, so that it had to depend on voluntary contributions. But these were forthcoming in a modest way and progress was made. The administration did recognize the importance of physical fitness by the appointment of a "Physical Director" in 1897, Warren Parker, who was succeeded in the next year by William H. Klase. This position was abolished in 1901 when Edward Kelley was named Graduate Director of Athletics. Required work in

"physical culture" for students in all groups except Modern Languages (primarily a coed group) was prescribed from 1897 on.

Extra-curricular activities other than athletics continued to center in the literary societies. Their programs reported in the *Bulletin* show an irregular progress towards a lighter vein, though oration and debate still remained the solid staples of the meetings. Various clubs sprang into existence, lived their short lives, and died, like the Republican and Democratic Clubs organized in 1896. More remarkable was the presentation at the "Young Ladies Entertainment" on December 5, 1896 of "A Doubtful Case", a farce in three acts. This was the first dramatic performance of any sort on campus, and was followed by a comedy, "Mr. Bob", presented in an Athletic Association program the next May. In the severe moral tradition of Ursinus, drama, like dancing and card playing, had been looked upon as deadly sin. Now change was in the air. A "Dramatic Association" was formed in the spring of 1898, which presented on May 21 a dramatized version of Dickens' "The Cricket on the Hearth." The Association did not follow up its initial success, and the next play to be presented was "Julius Caesar" (whether Shakespeare's or not is unrevealed), given as a dramatic entertainment in Commencement Week of 1899. The *Bulletin's* only comment was that it was "rendered in an admirable manner, the cast having special costumes for the occasion." In 1900 the second "annual Junior play" was rendered, "Ingamar, the Barbarian", and the following year a double bill was presented, consisting of "Alcestis of Euripides" and "Pyramis and Thisby" from *Midsummer Night's Dream.* In the new century drama was to take a prominent place.

Music was an important part of student life. The Mandolin Club organized in 1893 by W. U. Helffrich '93 combined forces with the Glee Club which was given new vigor by the enthusiastic leadership of Dr. J. Lynn Barnard from 1897 on. Anticipating the Men's Glee Club under Jeanette Douglas Hartenstine in the 1920's and the Meistersingers under Dr. William F. Philip today, they made a five-day tour in 1900, singing at churches in Reading, New Oxford, Hanover, York, and Lebanon. Another highlight of this time was the writing of the Campus Song. Editors of the *Bulletin* in both '97 and '98 regretted the lack of Ursinus songs. "Ursinus students have no musical literature by which to give vent to their enthusiasm and at the same time sing the traditions of the College." In fact, songs to and about Ursinus had been written in earlier years, among other authors by Minerva Weinberger '84 and Augustus W. Bomberger '88, but most of these had been less than inspired and none really caught on. Now there was a usable Ursinus song. Tradition has it that Carl G. Petri '00 wrote the "Campus Song" as an impromptu to fill up a gap in one of Zwing's weekly programs. But in fact it was written by Petri at the suggestion of Dr. Barnard, who selected the tune of "The Orange and the Black", a Princeton song. It was printed in the *Bulletin* in June, 1899, it met with approval, and for many years every campus event closed with a rousing rendition of it.

Social life centered largely on the activities of the classes, with the inevitable friction and rivalry between freshmen and sophomores, and after 1902 of the Groups, each of which then organized as a sort of club, holding monthly meetings,



Zwinglian Hall, on the third floor of Bomberger Hall, was the home of the Zwinglian Literary Society. Zwing and its rival literary society, Schaff, were at the center of extracurricular life. They had their own libraries, sponsored debates and oratorical contests, and presented plays.

picnics, parties, even upon occasion sleigh or hay rides. Inevitably the barriers to social intermingling of the sexes began to fall. There had always been ways for the enterprising to evade the strict rules and the careful chaperonage. Now both sexes wished to meet more freely than in the confines of class or chapel. The girls protested that the Olevian Society was too small, that unlike Zwing and Schaff it had not been given its own room, and insisted that "if ladies were permitted to associate with the gentlemen in society work the end result could be an elevation in tone and bearing." In 1898 Zwing and Schaff were opened to the coeds, and the Olevian Society died.

Even before this occurred there were opportunities for the coeds to put themselves forward in an attractive light. One such occasion was an entertainment in 1895:

> The young ladies, assisted by the celebrated "Automatic Warblers," gave a very successful entertainment on Tuesday evening, November 19. The auditorium of Bomberger Hall was filled with an appreciative audience. The Automatic Warblers called forth much applause. Clad in pink and blue, wearing white kid slippers and carrying crooks in their hands, the young ladies were very attractive, altho we hardly believe that the ancient shepherdesses wore white kid slippers."

The program included among other choice items recitations entitled "The Frontier Wedding," "The Old Actor's Story," and "The Child Martyr," and closed with a "Shepherds' Drill" by "Sixteen Young Ladies." Thus did our forebears entertain themselves.

In a speech delivered before he became president Dr. Spangler had asserted that "The larger the number of points at which the professors and students touch, the more continuously they are kept in contact with each other, the better it will be for both." To implement this in a social way, when president he instituted monthly faculty receptions to which the whole student body was welcome. They were not a complete or immediate success. The chronic complainers about the lack of social life did not attend and those who were shy found the formality of facing the faculty *en masse* a torture. Later the receptions included entertainment and refreshments and became more popular, a means of civilizing the young barbarians.

The fact was that many of the men students were a coltish lot, with animal spirits that could not be completely repressed. One example from a "diary" in the 1904 *Ruby* will suffice

> Sophs posted their rules for the guidance of Freshmen last night. Freshies tore them down this morning. In defiance of the rules Keasey wears his Class colors in the dining room. "Trex" and "Whitey" attempt to secure them but are "sat on" by the Faculty. At the mail hour Keasey appears with colors, and about ten Sophs go for him, and after a hard struggle relieve him of his colors. Sophs cut off Wagner's moustache, who threatens their arrest. Later some Freshies are rushed, but when "Trex" tried to go to Senior Hall, he is captured by the Freshmen and thrown down the stairway. In revenge the Sophs give Foltz a cold shower-bath. President of the College sends for the President of the Sophs. All quiet at 11:15 P.M.
>
> October 15, 1902
>
> Trouble between Freshmen and Sophs starts anew. Sophs find "06" painted on the grandstand and around Olevian Hall. Sophs compel Freshies to scrub up the paint. Some Freshies refuse and are given the "water-cure." Efforts made by higher classmen to end the trouble. Decided that Freshmen must obey the Sophs' rules. About 8:30 P.M. Sophs attempt to make the Freshies erase the numerals on the grandstand. Rough and tumble fight follows. Members of Faculty interfere and affair is settled.

And there were the legendary exploits of putting a cow in the chapel and of relocating some nearby privy on the porch roof of College House (Shreiner) at Halloween, though this did not happen until after it became a dormitory.

History suggests the reflection that student behavior, both good and bad, is a constant. The bad is always more conspicuous, but what follows is to suggest the truth of the initial assertion and not that Ursinians of the turn of the century were a reprobate lot. An editorial in the *Bulletin* for December, 1893 says,

> It is to be regretted that some of our students indulge in cheating whenever the opportunity is afforded. How many constitute the "some" we are not able to say, but we are sometimes led to believe that "most" would be a better and truer word.

An editorial a year later suggests that many of the students are doing more knocking than supporting of campus activities, a complaint heard in each generation. And after the hours of the library were increased, its convenient location in Bomberger made it a natural gathering place:

> Anyone who has gone into the reading room of late for the purpose of reading will agree with us that, if not altogether defeated in his purpose, he was at least very much annoyed. To be plain, the cause of this annoyance lies in the fact that the place has come to be regarded by many of the students as a sort of lobby where they may meet their friends and have a social chat, rather than as a *reading-room* where there are always persons who want to read. It is simply impossible for one to sit at the magazine table and read with a continual hum of conversation all about him.

This complaint too has been made, with justice, in each generation.

By and large the students in the early decades were amenable to the rules of the College and the faculty, busy in their appointed round of classes and laboratory, content, despite some grumblings about dearth of social activity, with athletics, the literary societies, clubs, the Y.M.C.A., the publications. In view of the small size of the student body they must have been active indeed to sustain the combined demands of academic and extra-curricular life.

As had been true in the first decades, in President Spangler's time the high point of the college year was Commencement Week. More memorable than most commencements was that of 1895, for it was called the Quarto-Centennial Commencement, incorrectly because it was in fact the twenty-fourth, the first having been held in 1872. It was, however, the completion of a quarter century of collegiate existence and therefore a time for celebration.

The ceremonies began with the preaching of a Quarto-Centennial sermon by the Rev. D. E. Klopp on Sunday morning, June 16, and the baccalaureate sermon by the President, the traditional preacher for this event, in the evening. On Monday the Junior Oratorical Contest was held, nine orations being delivered on such subjects as "The Puritan in Art and Literature," "The Wages System," "The Saloon in our Nation," and "An Ideal Government." On Tuesday afternoon there was an intra-mural trackmeet and in the evening the Address before the Literary Societies, on this occasion "The Scholar in Modern Society" by Professor Edmund Morris Hyde of Lehigh University, who had been a member of the Ursinus faculty from 1887 to 1889. Wednesday, June 19, was devoted chiefly to the alumni, with the business meeting of the Association in the morning, the banquet in the afternoon, and the Alumni Oration in the evening. The orator was the Rev. James W. Meminger '84, who spoke on "Twenty-Five Eventful Years." The oration, sad to say, has little historical information.

At the commencement proper on Thursday there were two addresses, by Daniel H. Hastings, Governor of Pennsylvania, and by Charles Emory Smith, former U.S. Minister to Russia. In the afternoon the Quarto-Centennial Exercises comprised a historical address by President Spangler, of which no copy seems to exist,

and greetings from other institutions. The festivities were concluded by the President's Reception that evening, to which all interested persons were invited. Except for the special anniversary features, this was the pattern of commencement week for many years.

The most dramatic event of the next year was the death of Professor Samuel Vernon Ruby, who was stricken as he was entering Bomberger Hall on the morning of March 12, 1896 and died in the chapel "surrounded by members of the Faculty and the students who had gathered for morning prayers." Professor Ruby had been one of the stalwarts of the faculty since 1872 and had played a particularly influential role in the life of the students because he had lived in the dormitories as a proctor until after his marriage in 1886. A teacher of the traditional nineteenth century pattern he was feared and revered for his strict and thorough teaching of the mysteries of rhetoric and the delights of literature. He had lost an eye in earlier life, and the students said that his glass eye showed more mercy than his natural one. An alumnus of the eighties once told the present writer that one time he and some others were in Professor Ruby's classroom but not in the class he was teaching. Mr. Ruby dictated to his class the sentence, "Other sheep have I which are not of my fold." One of the interloping students nervously asked, "Professor, do you mean me?" to which the dry answer was "If the shoe fits, put it on." He had a place in the hearts of students and alumni equalled only by that of President Bomberger and Dean Weinberger.

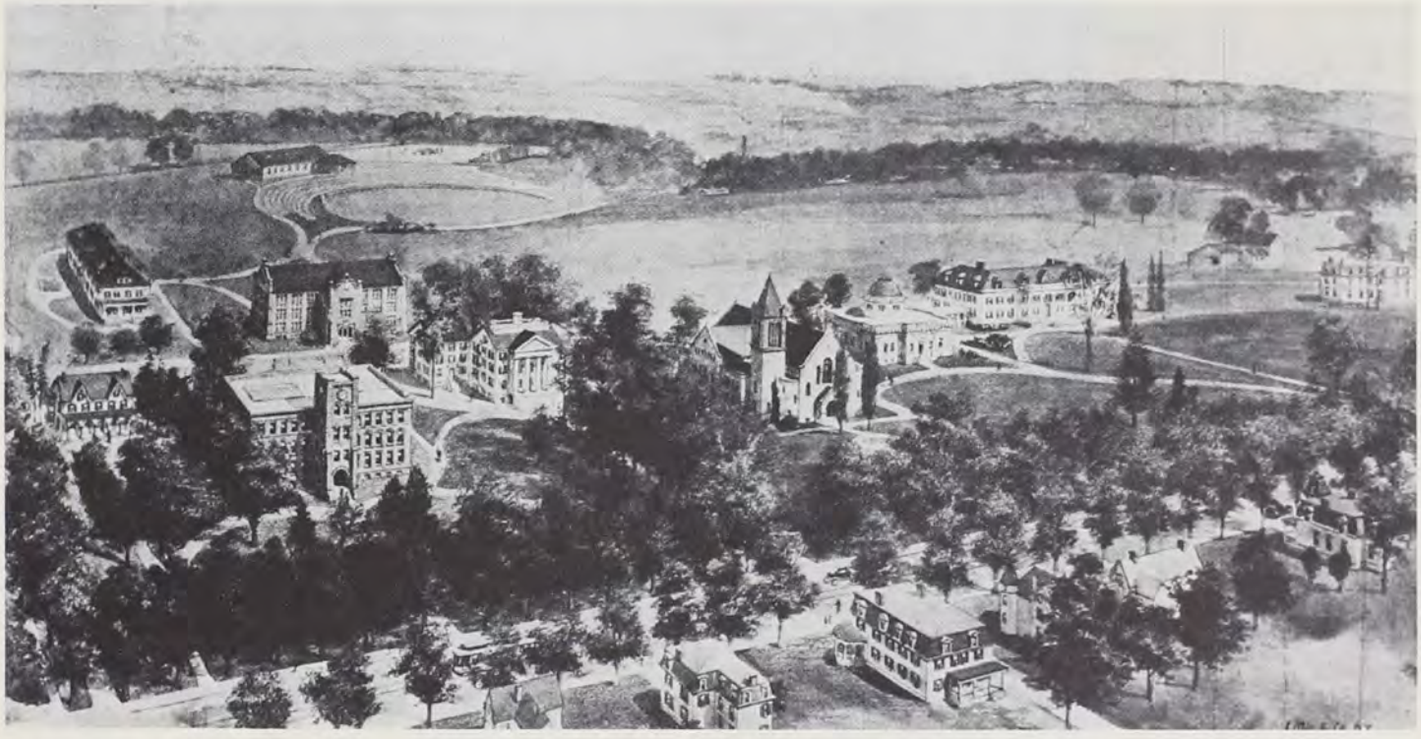
A lasting memorial to Professor Ruby was created when the class of 1897, which was projecting the first class yearbook at Ursinus, decided to name its publication in his memory, not, as many later Ursinians have surmised, because some one liked the red gem. The *Ruby* in its first volume concentrated on the personalities, history, and achievements of the class of '97, but was a record of the entire college and its life in the year chronicled. The illustrations of faculty, students and campus scenes formed a vivid, if at times posed, portrait of the Ursinus family. The pattern set in this volume was imitated in succeeding years, some later classes improving on it by innovations such as the historical articles in the *Ruby* of 1901 and the alumni reminiscences in that of 1904. Those interested in undergraduate facetiae can assess the degree of student sophistication from volume to volume in the humor sections so prominent for many years.

The change from junior class to senior class publication came in World War I. The class of 1919 decided not to publish because war conditions created prohibitive difficulties and costs. In the last decades the *Ruby* has appeared later, as it seems, each year and most recently, after its class has been graduated. For many years the record of campus activities, play productions, and athletic seasons overlapped two years, never covering the senior year in full. Now the *Ruby* may include pictures of Commencement day.

A full and, as class finances and the ambitions of editors increased, lavish volume, profusely illustrated and in recent years filled with candid shots, the *Ruby* is an accurate record of the tenor if not always of the facts of life on campus. In

browsing through its volumes a curious reader can find interesting items such as the President's Dream (1918), in which an artist's representation embodies the future development of the campus as President Omwake planned it, with remarkable foresight, and the first aerial photographs of the College (1921) taken by President Helfferich, the editor that year, who to get them had to lean out of the open cockpit of a Curtiss biplane (vintage of the Sopwith Camel) and fight the slipstream to hold the camera steady as pilot Lloyd O. Yost '17 banked toward Bomberger.

In 1897, to return to the period under survey, the Board appointed a committee to investigate the feasibility of moving the School of Theology to Philadelphia. The decision to move it was made in February of the following year, "for the greater convenience and advantage of students and Professors." The reasons for the change can be surmised. The School of Theology faculty (Professors Good, Peters and Sechler) had now no duties in the College, the dormitory rooms occupied by the theological students in the North Wing (Divinity Hall, or the "dog house") were needed for college and academy students, and there were obvious advantages in locating near the University of Pennsylvania with its large library, to say nothing of other advantages a large city offered to postgraduate students. Doubtless Dean Good had a large part in this decision, for he contributed the lion's share of the School of Theology's budget ($2,500 in 1899 contrasted to $1,500 from the College), up until the School was merged with Heidelburg Theological School in 1907.

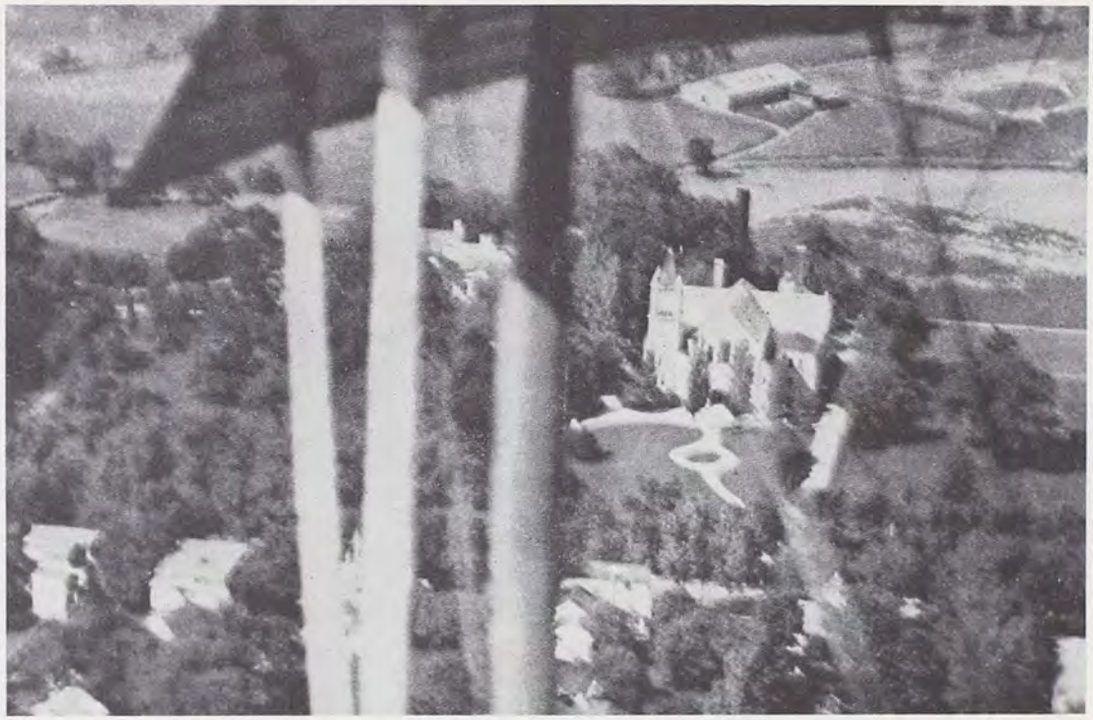


The President's Dream was published in the 1918 *Ruby*. It represents the future development of the campus as President Omwake planned it with remarkable foresight.

The specific location was first 3252 and subsequently 3260–2 Chestnut Street. The actual move to Philadelphia was made in 1899.

In this move financial considerations were probably influential. Although the College was advancing in academic program and standards, its material development was not keeping pace. As a part of the Quarto-Centennial celebration in 1895 a committee had been authorized to raise a $100,000 fund for endowment and equipment, including a gymnasium. A committee to plan the proposed gymnasium at a total cost of $10,000 was authorized two months later. But these plans died aborning. Another sign of financial stringency was the institution of fees for use of the library and gymnasium. These were small, a dollar each per term for the college students, but they aroused some protest as being arbitrary and unreasonable. In 1897 the deficit for the year's operations was $5,888, an alarming figure in view of the modest annual budget. The Board authorized a bond issue of $70,000 at 4%, secured by the College property and the income from the Patterson Fund, to liquidate the accumulated debt and pay off various short-term creditors. By June of 1899 this issue had been sold. In the meantime detailed plans for pulling in the financial belt in all parts of the operation were made; the proposed budget of 1899–1900 allowed only $9,400 for instruction (faculty salaries) in the College and Academy.

The reductions planned proved too drastic, for in March, 1901, the Board resolved that "after this year the amount paid for salaries and wages in College,



The first aerial photographs of the College were published in the 1921 *Ruby*. They were taken by the editor and future President, D. L. Helfferich, who leaned out of the open cockpit of a Curtiss biplane to get this view of Bomberger Hall.

Seminary, and Academy, not including the Bibighaus income, be limited to $14,000 until the cash receipts from students for all purposes, except board and athletics, exceed $8,000 annually." This statement reveals the continuing causes of difficulty—inadequate endowment, excessive scholarship aid (In 1894 the Board offered a free tuition scholarship to one graduate from every high school in the state who had an average of 75 and of 8.5 in his examinations for admission. In the same meeting the Board voted to give free tuition to children of Reformed Church ministers and half tuition to children of ministers of other denominations.), and a too low scale of tuition fees and charges.

The situation worsened almost day by day. By June of 1901 there were $12,000 in loans outstanding (after the bond issue of 1898) and "at least $8,000" in unpaid salaries and bills. Aside from various schemes to get money from churches and individual donors, it was recommended that the President give up his $1,800 salary from college funds and live on the Bibighaus income ($750), that salaries and wages for the College and Academy be fixed at $12,000 (not $14,000 as in March), that no purchases of furniture or equipment be made until funds were available, that the faculty be paid one half of their salaries each month and get the rest during the year as cash came in. President Spangler, who made all these recommendations, submitted his resignation to go into effect "at the pleasure of the Board" any time after September 1.

Things did not get better. In December eight members of the faculty sent a letter to the Executive Committee demanding regular and full payment of salaries. To relieve the situation the Committee authorized a bond issue of $25,000 at 5%, in effect a second mortgage on all the College's assets. The bonds were sold to various directors, alumni and friends, and apparently the crisis was for the time alleviated. The Board in June refused unanimously to accept the President's resignation and raised his salary to $2,000. At the same time it eliminated one of the professorships by not electing a successor when Professor Alexander Crawford resigned. The Senior and Junior classes protested this decision and asked the Board to restore the professorship and department, but the courses were parcelled out among three other teachers.

In April of 1903 a "Committee of Conference", consisting of Henry W. Kratz, president of the Board, Freeland G. Hobson, treasurer, and Rev. J. H. Sechler, was appointed to "consider the Deanship." In fact the whole administrative leadership was being appraised, for at the June meeting of the Board the minority report of this committee recommended accepting the proposal of President Spangler that he be relieved of his duties and receive no salary, retaining only the use of the President's house, and that he should "earn his living by engaging in other work." He suggested the election of Edward S. Bromer '90 as dean, to be in effect the administrative head of the College. The faculty proposed that George L. Omwake be elected dean. The Board accepted this proposal but rejected the idea of an inactive president:

At no time in the history of the College was there so much needed the strong guiding hand of a President as at this time. The Institution without a real head will deteriorate in every direction. The financial question is a serious one to be considered, and is, in fact, paramount.

And it added this conclusion: "If the present President is not willing to assume his duties, then a new President should be selected at this present meeting of the Board."

Professor Omwake in replying to the notice of his election as dean withheld "for the time his acceptance or non-acceptance of said office, under present conditions." The uncertainty of the "present conditions" was underscored by a communication from seven faculty members stating that they would resign on July 1 unless given assurance that their salaries would be paid each month in the coming year. They were given this assurance. Professor Omwake accepted the deanship on July 7 and immediately began active cooperation with William W. Chandler, principal of the Academy, to organize an effective recruitment of new students.

As if the Board did not have enough problems on its mind, it was given another when the student body asked for the privilege of putting up an athletic field house. Plans for the building and a report of the monies thus far subscribed to the project were submitted. The Board, without nearly enough money at hand to meet its current obligations, authorized the field house project on the understanding that it would incur no financial responsibility. The field house campaign was primarily a student enterprise, spearheaded by John B. Price '05, then a junior and a member of every varsity team.

Not all of the Board's problems were so difficult. In October of 1899 the Faculty informed it that the students could not use the library since there was no librarian, Professor Peters having gone to Philadelphia in the removal of the School of Theology. The Board elected Miss Frances Moser assistant librarian at $20 a month. And in the next spring it capitulated to the seniors who had been agitating for some time for the use of academic regalia at commencement, leaving the matter to the "wishes of the graduating class, both now and hereafter." In a lighter vein, if not odor, as an economy measure the Executive Committee authorized the selling of the College's horses and hogs in November of 1903, but ten months later gave permission to Jerome Bordner, the superintendent of buildings and grounds, to purchase six shoats for the College with the "explicit understanding that the keeping of swine shall not become a menace to sanitary conditions, or an offense to the sensitive olfactories of a cultured community."

All the while student life, some facets of which have been touched on, continued with its occupations and pre-occupations, its alarms and excursions. Many small signs indicate that Ursinus was becoming "collegiate" as that term was understood at the turn of the century. The coeds dressed like the ideal women of Charles Dana Gibson and Howard Chandler Christie, the men adopted the turtleneck sweater and the bulldog pants popular on other campuses. Football was king, and

the charms of extra-curricular life in the spirit of *Stover at Yale* were felt here. It is true that a debate in Zwing on the subject "Resolved, That Ursinus College is justified in its opposition to fraternities" was decided in favor of the affirmative (this in March of 1898), but the desire for secret societies was to become a live issue in a few years. The class of '98 planted an ivy to adorn the walls of Bomberger, an innovation that did not catch on as it had at the University of Pennsylvania and elsewhere.

Occasionally a note appears so contemporary that it seems startling. A debate of Schaff on January 16, 1903 on the topic "Resolved, That the Negro should be admitted to all educational institutions on equal terms with the white" was decided for the affirmative. And another Schaff debate, in October, on "Resolved, That the negro's training should be primarily industrial," decided in the negative evoked the comment that "There are few problems before the American people today more weighty than the race problem." But for the most part campus problems loomed largest. A few weeks later the students were commended for doing little betting on our football games. Perhaps they were just being smart. It was a poor season.

The items just recorded appeared in the *Ursinus Weekly*. Since 1885 the *Bulletin* had been the all-college publication, recording official statements, campus events, alumni news, the speeches of officers, visiting speakers and students. At first edited and written by alumni, it had from 1893 on been edited and written by the undergraduates. A monthly during most of its eighteen years (bi-weekly publication was tried from 1897 to 1900), it is a valuable record of its era. The last volume (XVIII, covering the year of 1901–2) is the least informative, as if it was dwindling to its close before the appearance of the *Weekly,* which was to supplant it. Its last editor was Mary E. Markley '03, the first coed to hold an editorship.

Although not recorded in the minutes of the Alumni Association on June 11, 1902, the question of the relationship of the Association and the student newspaper soon to be launched (it began publication on September 26, 1902) was apparently discussed, and at the next annual meeting (June 9, 1903) the Alumni Association assumed the proprietorship of the *Weekly* and held it until June 6, 1931, when under a revision of its constitution the Association relinquished the ownership to the College. In the intervening years the Alumni Association retained partial control through its representatives elected annually to the Board of Control of the *Weekly*. It also made an annual contribution of from $25 to $100 to the *Weekly* treasury, though in fact as time went on this appropriation was insufficient to cover growing annual deficits, which were paid by the College.

Chapter 6

THE SECOND INTERIM (1904 – 12)

THE progressive innovations and general raising of academic standards under President Spangler were certainly of great benefit to the College and necessary to its continuing success, but they were not accompanied by an equivalent rise in revenue. Nor did any benefactors or financial supporters even remotely equal in generosity to Robert Patterson appear in the years from 1893 to 1904. As was shown in the last chapter, financially the state of the College went from poor to poorer, and the deficit financing, the hand-to-mouth handling of funds to keep the institution from insolvency must have been nerve-wracking.

Whether eleven years of this constant anxiety were too much for Dr. Spangler one cannot say. His proferring of his resignation in 1901 would suggest this. In any case, at the meeting of the Board of Directors on March 10, 1904, he presented his resignation. The minutes state that "The resignation of President Spangler at this time came as a complete surprise to almost every member of the Board present. After some explanatory remarks made on the subject, on motion said resignation was accepted." The Board then proceeded to the election of a successor, and the Rev. Philip Vollmer of the School of Theology faculty was nominated and elected. He had been suggested for this office "in a paper sent into the Board, signed by the members of the several Faculties of the said Ursinus College." This statement certainly implies that a change in the presidency had either been rumored or been desired prior to Dr. Spangler's resignation.

At the next meeting of the Executive Committee, on April 12, the fact was brought out that the election of Dr. Vollmer was invalid, because he had been elected by the secretary's being instructed to cast the ballot cast by each member present. The matter was canvassed at a meeting of the Board on April 26. The Board held a second election in which Dr. Vollmer was again nominated. The ballot was eight for, eight against. There were seventeen members of the Board present, and the President pro tem, who did not vote, declared "there was no

election." After this surprising event opinion divided as to whether to adjourn or hold another election. The latter view prevailed, and the Rev. David W. Ebbert '75, a member of the Board then present, was nominated and elected by a vote of ten to six. At the annual meeting of the Board on June 7, Dr. Ebbert gave his formal acceptance of the presidency, and he was asked to begin his administration as of July 1. He was inaugurated on September 14, 1904.

The Rev. David Whitstone Ebbert was born in Everett, Pennsylvania, in 1853. After graduation from Ursinus and its School of Theology, he was ordained and served pastorates in Shippensburg, Spring City, Dayton, Ohio, and Milton, where he was pastor at the time of his election. He had been honored with the degree of Doctor of Divinity in 1898 and he had been a member of the Board of Directors from 1880 to 1887 and from 1894 to this time.

For whatever reasons President Ebbert's administration was short-lived, for at a special meeting of the Board on December 5, 1905, he read a report on the work of the College and the state of its finances, and then tendered his resignation in these words: "Desiring to enter upon another field I herewith resign the Presidency." His resignation was immediately accepted, and a motion was passed that his occupancy of the office should end on July 1, 1906.

Events moved rapidly. At a meeting of the Executive Committee on December 22, 1905, President Ebbert was requested to give his full time to soliciting funds for the College, particularly to satisfy notes he had endorsed, and his tenure of the presidency was closed as of January 1, 1906. At the next meeting, January 3, a committee of administration was appointed and empowered, consisting of Dean George Leslie Omwake, Professor Whorten A. Kline, and William W. Chandler, principal of the Academy. At the next meeting of the Board, on February 1, Dr. Spangler was elected treasurer of the College succeeding Freeland G. Hobson, who had died on January 10. The erstwhile president and newly elected treasurer was requested to make monthly reports to the Board. On March 2 President Ebbert was released from the work of solicitation but not from responsibility for the endorsed notes, which amounted to $9,200.

All that had occurred in the last two years had its effect on the constituency of the College, and at the annual meeting of the Board on June 5 the special finance committee urged the immediate election of a president, asserting "Not to do so will add to the prevalent discontent and serve to estrange our constituency, create confusion and tend to increase the lack of confidence now existing in our management." The committee recommended that the Rev. Edward S. Bromer '90 be elected president and the Rev. I. Calvin Fisher '89, vice-president, reviving the position in abeyance since 1890. Dr. Bromer was professor of New Testament theology and exegesis in the School of Theology and Dr. Fisher was pastor of St. Mark's Church, Lebanon. Later on in the meeting Drs. Bromer and Fisher were elected and notified of their elections by committees named for the purpose. Dr. Fisher was a member of the Board and at the meeting, and Dr. Bromer was apparently waiting in the wings, for the minutes record that the committees "in a few

minutes returned with the report that they had succeeded in persuading E. S. Bromer and I. C. Fisher to accept their election."

But the best laid plan may come a cropper. At a special meeting of the Board on July 6, Dr. Bromer resigned the presidency and his membership on the Board, to which also he had been elected in June, and Dr. Fisher resigned the vice-presidency, and the treasurership which had been appended to it. Presumably both men knew all the problems of the College, including a new one, for at this meeting Dr. Bromer on behalf of the School of Theology faculty read a paper proposing a merger of that school with the Theological Seminary in Lancaster. Since a draft of proposed conditions of merger was also signed by three members of the Lancaster faculty, it is clear that negotiations had already been in progress. Surprisingly, after the Board had made some revisions and voted to submit the revised basis for merger to the School of Theology faculty, Dr. Bromer was elected acting treasurer of the College.

The matter was canvassed further at an adjourned meeting of the Board on July 20. It appeared that Lancaster did not accept the Board's revisions of the proposal. It also appeared that the proposal was probably initiated by the Ursinus side because Dr. Good, who unfortunately or designedly was in Europe at the time, had decided that he could no longer contribute $2,500 annually to the School of Theology budget. The Board played the situation cannily and decided that the proposal must be submitted to the College's constituency, to many elements of which Lancaster and Mercersburg were still anathema. After this decision Dr. Bromer resigned as acting treasurer, having held the office for two weeks. And then the Board elected Dean Omwake president and a member of the Board.

The next developments in this dual drama came at another adjourned meeting of the Board, on August 17. Dr. Bromer and Professor William J. Hinke, speaking for the School of Theology faculty, since now Drs. Good and Vollmer were both out of reach, stated that the merger should not be approved since the theological alumni opposed the extinction of the School of Theology, which, they felt, the merger would in reality bring about. Besides, since Drs. Good and Vollmer were out of the country, no crucial decisions should be made in their absence. This killed the proposal. The question of what to do about or with the School of Theology remained, and another solution was proposed a few months later.

Having weighed the situation, Dean Omwake at this meeting refused the offer of the presidency, stating that he could not accept the office until "the sum of $100,000 is raised for the use of the College." This decision seemingly postponed his assumption of leadership for six years. In actuality, however, as dean and later as vice-president under Dr. Keigwin, he was the administrative and developmental head from this time on.

The state of confused cross currents and the desire to do something about the School of Theology is shown by the fact that in this same meeting its faculty was enjoined not to engage in any negotiations with anyone without the consent of the

Board, and later in the meeting was authorized to carry on negotiations for possible union with a proposed School for Christian Workers in Philadelphia.

One consequence of the abortive attempt at union of the erstwhile rival seminaries is shown in a statement of the Administrative Committee made to the Board on November 8, 1906:

> In taking up the proposition of union of Ursinus School of Theology with the Theological Seminary at Lancaster, the status of the College was rendered somewhat uncertain. Moreover, false reports were spread abroad. In the public mind, distinctions were not made between the Collegiate and Theological departments. Newspapers published accounts of the union of Ursinus and the college at Lancaster. Thus widespread doubt arose as to the permanence of our institution at Collegeville. Even some of our own students questioned whether or not they should return. A few did not return. Prospective students hesitated to cast their lot with a college whose perpetuity was threatened by union with another. When the question was finally settled late in the summer, the evil effects could not be wholly overcome and we undoubtedly lost some students which we should have had.

But the report adds: "Nevertheless, we were able to enroll more students than in former years." And the Dean's reports show that the numbers did increase: 102 in 1905–6, 104 in 1906–7, 99 in 1907–8, 123 in 1908–9, 135 in 1909–10. The rumors did not last long.

At this same meeting of the Board (November 8, 1906) an overture was made by Ohio Synod for a merger of the School of Theology with Heidelburg Theological School in Tiffin. The Board at once approved negotiations for this merger without stipulations for self-protection such as had characterized the abortive attempt at union with Lancaster. Everything went smoothly, and at the winter meeting on February 7, 1907, the union was effected and the Ursinus members of the faculty and board of visitors of what came to be called Central Theological Seminary were elected.

To return to the confused history of the presidency, at a meeting of the Board on September 13, 1907, Dr. Omwake formally declined the office which he had conditionally declined ten months earlier. The committee to revise the laws of the College and to "devise some means of increasing the administrative force of the institution" proposed that the office be filled at once. At the suggestion of a new member of the Board, the Rev. John F. Carson of Brooklyn, N.Y., the Rev. Albert Edwin Keigwin, pastor of the West Side Presbyterian Church in New York City, was nominated and elected. The terms of the report and the election made clear that Dr. Keigwin was to be an absentee president, doing what he could for the College while holding his church in New York, of which he was pastor until his retirement in 1941.

President Keigwin (1869–1951) was a graduate of Princeton and of Union Theological Seminary. After pastorates of five years each at Millville and Newark, N.J., he was called to the West Side Church in New York in 1905. Little needs to be said

Reverend Albert Edwin Keigwin, pastor of the West Side Presbyterian Church in New York City, was elected President in 1907. He was an absentee president, maintaining his pulpit in New York, while Dr. Omwake managed the affairs of the College from the office of Vice-president.

about him because all records make plain that except for his attendance at meetings of the Board and at convocations, his visits to the campus were so rare as to be treated as news events. On January 24, 1908 the *Weekly* reports that Dr. Keigwin "was a welcome guest at college Monday night and Tuesday." After he spoke in chapel a few years later the *Weekly* commented that his "presence and cheering words always evoke applause from the student body and it is their wish that they might see more of their president." The wish was seldom gratified. While his attendance at meetings of the Board was regular, he was not a member of the Executive Committee, in which from the beginning much of the current and long range administrative work had been done, and there is little evidence that he gave more than infrequent advice and even less that he created or determined policy.

The College ran smoothly under this administrative pattern though to the outside world it must have seemed peculiar. To give Dr. Omwake a more appropriate title, the Board, on the recommendation of the Committee on Revision of the Laws of the College, on June 8, 1909, re-activated the office of vice-president "to discharge the duties of the President in the President's absence." At an adjourned meeting on the next day, Dr. Omwake was elected to that office, and Whorten A. Kline '93 was named to succeed him as dean, the position he held until his death in 1946, a thirty-seven year tenure which has no rival except those of Mr. Kratz and Dr. Paisley as presidents of the Board.

On October 12, 1912 President Keigwin, who was not present at the meeting of the Board, submitted his resignation, which was accepted, and the Board immediately elected Dr. Omwake president. Why this move was made at this time is not indicated. Probably Dr. Omwake felt the time was ripe to take public command,

although the $100,000 fund which he had stipulated as a condition of his acceptance in 1906 was not yet completed, for on February 27, 1914 the Board assumed responsibility for raising the last $18,000. In any event, the change was a formality, for Dr. Omwake had been, as has been shown, president in fact for the six years since the position was first offered to him.

The period from 1904 to 1912 saw little change in the curriculum or in academic work as a whole. It was in effect a period of consolidation in which the College assimilated the innovations of the previous administration. The degree of Bachelor of Science was reinstated in 1905 basically for the same reason it was introduced in the nineteenth century. One could become a candidate for either the B.A. or the B.S. in all of the groups except the Classical and the Latin-Mathematical. The distinction between the degrees lay in the amount of study the student had in Latin before entering college and the relative number of courses he took in mathematics and foreign languages as opposed to classical languages in college. As in the nineteenth century the Bachelor of Science degree in 1905 did not necessarily mean a concentration of study in physical or life sciences.

The group system continued unchanged. The only development not already recorded was the creation of the English-Historical Group in 1910. This new group, or curriculum, appealed mostly to the women students, who clustered largely in it and the Modern Languages Group. A handful were to be found in the Latin-Mathematical and the Historical-Political. This concentration of the coeds in a few of the seven groups explains why when the first student government was set up a few years later on the basis of representatives elected by the groups, the Modern Language Group was disfranchised, for the women were not a part of the student government or covered by its regulations.

Changes in the patterns or offerings of departments were likewise minor or nonexistent. One reason for this stasis was that changes in the personnel of the faculty were fewer. Despite the fact that faculty salaries continued to be very low and not always paid regularly, several teachers came to Ursinus, liked it, and stayed through the hard times of the College's seemingly perennial financial crisis.

Notable among these were two professors who joined the faculty at the end of the preceding administration. After the death of Professor Ruby in 1896 various persons taught English, none of them for more than two years, until in 1903 Homer Smith came to Ursinus. A New Englander who was a graduate of Amherst, Dr. Smith had his graduate training at the University of Pennsylvania where he specialized in Elizabethan literature under Felix Schelling. He had taught for a short time in Hawaii where he met and married Julia Perry, and he and Mrs. Smith were indefatigable travelers, going almost every summer either back to Hawaii or to Europe. Apart from literature and travel his other major interest was music. An accomplished organist, he played in chapel for many years and served as the organist at Trinity Church. Eventually increasing deafness made him give up this avocation. A sedate and cultivated gentleman whose New England accent delighted some students and baffled others (long before the Kennedys were heard of or from,

Ursinus students learned that we live in "Ameriker"), he taught all the advanced courses in literature until the advent of Dr. Norman E. McClure in 1928 and was the head of the English Department until his death in 1934.

The other major figure to join the faculty in 1903 was Matthew Beardwood. A native Philadelphian he had his undergraduate training (and his A.M.) from Central High School, which was then as now a degree granting institution. His medical training was at Medico-Chirurgical College (where he took his M.D. in 1894), and he did graduate study in chemistry at the University of Pennsylvania. He set up practice in Roxborough, where he continued to practice until his death, and was from 1896 to 1903 a teacher, in various ranks, of chemistry at Medico-Chirurgical College. Dr. Beardwood's special interest was toxicology, and he was for many years called as an expert in the Philadelphia courts to testify in cases of poisoning. A tall, shy, gentle and gentlemanly bachelor he taught at Ursinus until his death in 1941. His memory is perpetuated in Beardwood Hall, for which he gave his estate in memory of his sister Hannah, and in the Beardwood Chemical Society.

Like Dr. Smith, Dr. Beardwood inherited a department which had passed rapidly through several hands, though in this case the last hands had been the capable ones of Professor John Raymond Murlin. In later years Dr. Beardwood's scholarship did not keep up with the enormously expanding research in chemistry, but this inadequacy was overcome by the addition of Dr. Russell D. Sturgis in 1925 and of Professor William S. Pettit in 1933.

A distinguished teacher whom Ursinus lost in this period was Dr. Karl Josef Grimm. Born in Germany, Dr. Grimm was educated in gymnasia there and in Canada and Italy before he took his doctorate at Johns Hopkins in 1899. A scholar in Semitic as well as western European languages he taught at Ursinus from 1901 to 1906, when he moved to Gettysburg College. Efforts were made more than once to persuade him to return, but except for teaching in summer school during several sessions he refused the invitations.

A mainstay of the faculty for many years came to Collegeville in 1907 in the person of John Wentworth Clawson. Canadian by birth he was educated at the University of New Brunswick and Cambridge University, where he was a "wet bob." Before coming to Ursinus he taught at his alma mater and at Ohio State. For some years Dr. Clawson taught physics here and for a longer time astronomy, but his major interest was mathematics, in which his specialty was geometry. Almost immediately he was asked to serve as an assistant to Dean Kline in the recording and averaging of grades in the Dean's office. Knowing intimately through the years the work of that office he was the natural choice to succeed Dean Kline, who died in 1946, and he served as dean until his retirement in 1952. The Perkiomen had not quite the same atmosphere and associations as the Cam, but Dr. Clawson during his earlier decades here was often to be seen rowing on it. Shy, exact, laconic, he was gifted with a wry sense of humor which only his close associates knew and appreciated.

Still another stalwart who joined the faculty in this period was Calvin Daniel

Yost. After graduating as valedictorian of the class of 1891 he had studied in the School of Theology and at Yale Divinity School, been ordained, and served pastorates in Schuylkill, Bucks, and Chester Counties before being called to the service of his alma mater in 1907 as general secretary of the Reformed Evangelical and Educational Union, a promotional organization apparently intended to get money for Ursinus and the School of Theology, which from that year on was amalgamated in Central Theological Seminary. The Union was not a successful venture, but Dr. Yost's usefulness became apparent, and in 1910 Vice-president Omwake engaged his services as instructor in English and history and as librarian, succeeding Eleanor B. Price (he had been a student assistant in the library in his college and seminary days). He taught history for only three years and English only until the coming of Professor Martin W. Witmer in 1920. German, his real subject, he taught from 1913 until his death in 1942. Secretary of the Alumni Association from 1909 until 1936, a member of the Board of Directors from 1916 on and secretary from 1923 on, Dr. Yost was a factotum. Short, spare, mild-mannered, he had a schoolmaster's eye and permitted no nonsense as he shepherded generations of students through the mysteries of German paradigms and word order.

Certainly other faculty members of this era deserve mention, but a series of thumb-nail sketches may be prolonged to wearisome lengths. As was said before, a certain crude justice must be exercised for the sake of the reader, though it be injustice to those not memorialized.

An important academic change of a negative sort took place in this era—the reduction of Ursinus from a three-level institution (preparatory, collegiate, postgraduate) to a college only. As has already been told, the separation of the School of Theology began with its removal to Philadelphia in 1899 and ended with its union with Heidelberg Theological Seminary in 1907. Now the Academy, which was the oldest functioning part of the trio, succeeding Freeland Seminary without a break in 1869, was to disappear. Its demise came rapidly.

William Chandler, principal of the Academy since 1903 and a member of the Administrative Committee after President Ebbert's resignation, resigned his position in January, 1909. James W. Riddle, Jr., the assistant principal, was appointed acting principal. At the winter meeting of the Board in February it was decided to separate the principalship from any teaching duties in the College and to make it a position devoted entirely to administration and development. The next step was the approval of the appointment of a committee to submit a plan for the removal of the Academy to a new site. Probably the reason for this proposed removal was that the space occupied by the Academy, both classrooms and dormitory, was needed for the College. After being smaller in numbers than the Academy since the beginning, it had now become larger, markedly so in the last years (1905–06, C 102, A 86; 1906–07, C 104, A 81; 1907–08, C 99, A 69; 1908–09, C 123, A 86), and it was to outstrip the Academy a little more in the last year of the Academy's existence (1909–10, C 135, A 96).

Assuming that the College would continue to grow, as it did, the administra-

tion had three alternatives: to build separate buildings for the Academy on the campus, to remove the Academy to another site, or to close it. The first alternative was not considered (at least the records do not show that it was). The College had plenty of land; in fact, it had just purchased part of what is now the east campus, twenty-two acres, from Dr. Spangler and his son George. But it had no money to build and was actually trying to finds ways, again, to retrench. The second alternative was considered to the extent that the committee already authorized was appointed on November 9. This was a forlorn hope, for the cost of finding and purchasing another campus or even one suitable building would have been even higher than building an academy center here. Nothing came of the idea.

The third alternative was to close the Academy. The decision to do this was made at the winter meeting of the Board on February 8, 1910. The Committee on Government and Instruction in making the recommendation gave five reasons:

1. The Carnegie Foundation for the Advancement of Teaching, College Associations and other standardizing agencies discourage the conducting of preparatory schools by colleges.
2. The state is encouraging the development of high schools and it is now possible to prepare for college in public high schools in the more thickly settled communities.
3. The number of students attending Ursinus Academy has decreased in recent years despite special efforts made by advertising and canvassing to build up the school.
4. The College ought not to be in competition with preparatory schools elsewhere from which it might draw students, but should cultivate the most cordial relations with such schools and with the public school system.
5. Nearly all the present students in the Academy might be instructed and governed without a separate organization involving extra expense and difficult problems of administration.

The first reason cited was undoubtedly influential. The third seems a little shaky in view of the fact that the enrollment of 96 in 1909–10 almost matched the 98 in 1900–01. That the Academy had a faculty of eleven in its last year of operation, though six of them taught also in the College and three were undergraduate part-time instructors, suggests that almost a hundred students at $60 per year were not enough to make the operation self-sustaining. Of course, the College itself was running at a deficit, as it always had, but it was growing and after the depression year of 1907 its prospects were slowly getting brighter. In 1910–11 the enrollment was 169 and in 1911–12 180. In the long view the decision was correct, and with the closing of the Academy secondary preparation which had been conducted without a break since 1848 came to an end.

Oddly enough, at the same time that the College was divesting itself of the School of Theology and the Seminary, an attempt was made to create another coordinate school. This can best be summarized in the statement in the 1908–09 catalog:

Instruction in music has been offered in Ursinus College ever since its founding in 1869. Until 1908 the work in music was organized as the Department of Music, but was tributary to the other departments in the College. In September, 1908, the Department of Music was elevated to a rank co-ordinate with the College and the Academy as departments of the institution. In December, 1908, it was officially designated by the Board of Directors as the Ursinus School of Music.

There were two instructors, John Myron Jolls, who was to continue as the leader of the glee clubs and chorus for many years, and Anna Pearl Riddle. Courses were offered in sight singing, harmony, counterpoint, musical forms, the history of music, etc. Hopefully the project was to develop into a full-fledged college conservatory like that at Oberlin.

It did not develop very much. Seventeen students were enrolled the first year, sixteen the second, twenty-five the third, and twenty-nine the fourth. But the figures are deceptive, for most of the students so listed were regular college students taking a course or two in music. In 1912 the School of Music disappeared.

The only other purely academic change, of a different order, was the decision of the Executive Committee in March, 1909, that the faculty should double the courses in English Bible and prescribe them for all students. Study in religion, even such elements as Christian apologetics, had always been a prescribed part of the curriculum. Now each student was required to study a full year of Old Testament and a full year of New. This requirement continued in effect until the late 1930's.

During the years from 1904 to 1912 no major building was erected. In 1908 the President's House, then empty, was turned into a dormitory for the women college students and Olevian was given over to resident girl students in the Academy. By a gift of $5,000 from Israel Shreiner it became possible to increase the size of the President's House, or College House as it was momentarily called (the L shaped building was made a rectangle by filling in the south corner), and it was named Shreiner Hall in 1909 in recognition of this gift.

Earlier in 1909 the Board purchased a plot of twenty-two acres from former President Henry T. Spangler and his son George. This comprised the land immediately east of Bomberger and back toward the Perkiomen, i.e., the east campus where the former Alumni Memorial Library and the Administration Building now stand; the back campus, including the site of Beardwood, Paisley, and Stauffer Halls, the dispensary, the heating plant (where for many years there was an old barn), the Effie Brant Evans Field, and the sewage disposal plant. At the time that the College took possession the only buildings on the area were the house soon to be called Sprankle Hall and its barn. Until 1900 Prospect Terrace had stood in front of where the Library now is, but it burned that year, leaving only a mass of rubble. The *Weekly* immediately called for a beautification of the new property, describing the land immediately east of Bomberger as a "plowed field, beautified by nothing more inspiring than a heap of ruins." The price set for the whole plot, then known as the Prospect Terrace property and the Laros property, was $16,000. The Board

wished to purchase it for $14,500 but apparently (the minutes do not record the actual acquisition) paid the asking price.

The College had $6,500 in mortgages on one of the properties and was given $6,000 by Henry M. Housekeeper and $2,000 by the widow of Samuel Sprankle, in whose memory the Laros house was named Sprankle Hall. The financing is here detailed because otherwise it would be hard to reconcile this purchase with the fact that at the Board meetings of this period several messages were received from the faculty requesting immediate payment of arrearages in salary. In the long view the Board's decision was right.

The two buildings erected in this era were the Field House and the Field Cage (gymnasium). When John B. Price returned to Ursinus in 1908 as athletic director and instructor in the Academy, he immediately revived the project started in his undergraduate days of erecting a building to house shower and locker facilities for the athletic squads and an office for the coach. The idea had the approval of alumni

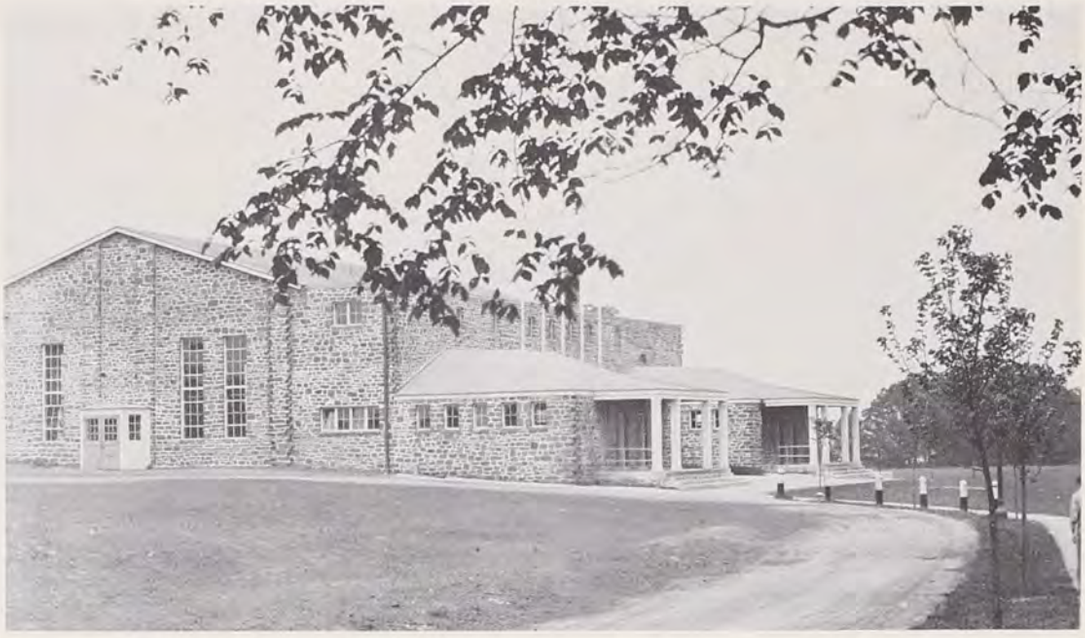
The Field House, built in 1909, housed shower and locker facilities for the athletic squads and an office for the coach. It was built with support from alumni and students involved in a rapidly developing inter-collegiate athletic program.

The Field Cage, built behind the Field House in 1910, provided the first facilities for indoor practice, especially for basketball, which up to this time had to be played outdoors.

interested in athletics and some members of the Board, notably J. T. Ebert, who was elected to the Board in 1907 and made treasurer in 1910. Coupled with it was the project of having a suitable, properly graded athletic field and track. At the winter meeting on February 11, 1909, Mr. Ebert, speaking for the Committee on Athletics, requested that action be taken on the proposal and a delegation of students appeared before the Board to support it. There had been funds gathered for this purpose in 1903–04 (the *Weekly* reported pledges of over $500 in November, 1903), so the Board approved the project on the understanding that the Committee on Athletics would secure the additional funds needed.

This was done. Plans for the Field House were approved, work was begun late in the spring, and the building was formally opened on October 16. It is incorporated in the Thompson-Gay Gymnasium (built in 1927) as the locker and shower room nearest to Patterson Field.

Now the athletic teams had a place to dress and shower in but no facilities for indoor practice, especially for basketball, which up to this time had to be played outdoors. An attempt was made to rent the Glenwood Hall pavilion, but without success. So the Athletic Committee projected the erection of the Field Cage. This project, too, was approved by the Board but brought to completion by the efforts of Jack Price and the students, alumni, and friends interested in athletics. The students did the excavation work and the building was completed by the end of the year. Before construction began, a tragic happening gave the project a special interest for the student body. On March 7, Robert W. Thompson, a star athlete in the



Thompson-Gay Gymnasium, amalgamating new construction with the Field House and Field Cage in 1927, provided showers and lockers for women, a grandstand, and a stage for plays. It was named in honor of two student athletes who died tragically.

senior class, choked to death in the East Dining Hall (the training table). He suffered from a paralysis of the glottis, following a severe case of diphtheria a few months earlier. At a mass meeting on April 17, the students passed a motion that the building about to be erected be named the Robert W. Thompson Memorial Field Cage. The Board approved, but though made official the name did not catch on until the enlargement in 1927, when it was called the Thompson-Gay Gymnasium, memorializing also another athlete, George Henry Gay, who died of a broken neck suffered in a non-college game on November 4, 1913.

In 1910 a proposal was made to build a new dining hall in the old college complex, to make repairs to the three buildings, to remodel them in part, and to put on a new portico. At the same time it was decided, since the Academy was now closed, to call the central building, in which it had been housed, Freeland Hall. The project was approved but not carried out until 1913, when it became the first major achievement of President Omwake's administration.

During the whole of this second interim period the most constant and difficult problem of the administration was, as it had always been, financial. In his report as dean in the fall of 1906 Dr. Omwake noted the enlarged enrollment (103 students), an increase of 75% in the last five years, the larger number of women students (26 in 1906 as compared to 7 in 1901), and the excellent quality of the faculty, but he had also to lament the large turnover because of low salaries, which, low as they were, were irregularly and incompletely paid. With monotonous regularity single members or groups of the faculty complained to or petitioned the Board. If salaries were

low, tuition charges were proportionately lower. The College kept running further and further in debt because it priced its product below its income and because, out of the best of motives, it granted scholarship aid which it did not have the endowment to sustain.

A few statistics will illustrate the situation. In February of 1906 the "floating debt", i.e., the accumulated deficits of yearly operations, was $34,228. Two months later it was $35,340. At the conclusion of the year's business the treasurer reported that the year's operation had ended with a current surplus of $1,619, but the total indebtedness, including the "floating debt", was $118,179. In the following year there was again a small surplus for the year's operation, but the total indebtedness was only slightly lowered, to $117,407, and faculty salaries were still in arrears. In 1908 the income from the endowment, then totalling $183,475, was only $1,645, because the income from the Patterson Fund was earmarked for the charges on the bonded indebtedness. Meanwhile the total liabilities rose to $134,475. Thus the situation continued. What was needed was an increase in student fees, an increase in endowment the income of which was available for current expenditures, and the elimination of the "floating debt." All of these came in time, but slowly; the current deficit, or "floating debt", was not finally erased until several years after World War II.

Money, or the lack of it, was ever in the forefront of the administrative mind. For the students it was a less pressing problem, except in terms of meeting personal bills. Their life seemed gayer than it had been a few years earlier, though perhaps unsophisticated and even bucolic to modern viewers of it. The increasing numbers of women students made life more interesting, as did the gradual relaxation of the social standards. Dancing was unheard of, and in fact frowned on, until the early years of the twentieth century. One of the first authorized dances, if not the first, was held at Glenwood Pavilion in May 1904. "A program consisting of waltz, two-step, and schottische was indulged in." The *Weekly* called it a "delightful affair" and added that "more of like nature should be given to promote social life and at the same time dispel the hum drum existence of a college man." A year later a Junior Prom was held at Glenwood. "This social function was an innovation and a successful one at that." Dancing was from nine until two, a later hour than is allowed today.

Dances remained rather rare and were not held in College buildings, however, for some years, reappearing as events to make money for the Athletic Association when the campaigns to build the Field House and Field Cage were on. The centers of extra-curricular life were still the literary societies with their Friday evening meetings. But they now were supplemented by the taffy pulls, fudge parties, and teas given by the girls of Olevian and Shreiner, by jaunts to football games in a tally-ho, trips to Philadelphia or Norristown by train or trolley (Collegeville was accessible by trolley from 1896 on), and by various forms of class rivalry. The tradition of the sophomores kidnapping the president of the freshman class and keeping him from attending the Freshman Banquet dated back at least to 1906. And there

was always the pleasure of improvised high jinks like stealing the refreshments provided for a "shine" or unscrewing all the seats in the chapel or stacking the books in the library (in 1913 the long-suffering librarian had to rearrange and put back the collection three times). Students can always find something to do that authorities frown on; the Executive Committee resolved in 1909 that "the Board does not approve of the keeping of dogs in the buildings or on the grounds of the College."

Long before the perennial question had been posed on the Ursinus scene the Board had forbidden the formation of fraternities and sororities, not to meet the threat of such ephemeral and light-hearted organizations as the Bachelor's Club formed in 1890. A debate in Schaff, "Resolved that Ursinus College is justified in her opposition to fraternities," was decided affirmatively in 1896. By 1906 the atmosphere had changed. Another debate in Schaff, "Resolved, that fraternities are beneficial to small colleges," received an affirmative vote of the house. A month earlier the Charmidean Club, limited to sixteen seniors and juniors, had been organized. A year later a similar club for women, Phi Alpha Psi, was organized (when local sororities were permitted in the 1930's this was reinstated). And a second men's fraternity, Alpha Omega, formed in 1911. This apparently caused alarm, and the Board, citing its law of 1892, discontinued the fraternities or social clubs then in existence.

During their brief existence the Charmideans and the others had "shines", an Ursinus localism meaning a festive party. Gradually the nature of it changed to a dance, and by the early twenties the great social events of the year were the Frosh-Junior and Soph-Senior shines, in which the lower class entertained its upper-class ally at a dance for which the Field Cage was elaborately decorated. The distinctive name died when the class of '30 presented the first Junior Prom of modern times in 1929.

Dramatics became very important and popular from 1904 on, partly from the encouragement of Dr. Smith and his courses in Elizabethan drama, more from the enthusiasm and support of townspeople, in chief Mr. and Mrs. Frank W. Gristock and the Lane brothers, Edward and Granville, who painted scenery, directed, and acted with students in such productions as Sheridan's *The Rivals* in 1906, Shaw's *Arms and the Man* in 1907, Lewis's *The Bells* in 1909, and Sheridan Knowles' *Virginius* in 1911. Shakespeare had his due when *Othello* was presented in 1912 as the Schaff 42nd anniversary play. Schaff had become the society interested in dramatics, and all the plays cited were anniversary productions. Play rehearsals provided opportunities for friendship beyond the controlled social behavior of the time. One could become friendly with an actor of the other sex. "Othello" and "Desdemona" were reprimanded for "disorderly conduct" in the library two months after the performance.

Playlets and skits were popular in the regular meetings of the societies and of the groups and clubs as well. Probably the most frequent and popular was the mock faculty meeting. For over a quarter of a century, if they could think of nothing else,

students would work up an extempore skit parodying the mannerisms and stock phrases of the faculty, starting with the president and the dean.

While the religious cast of college life was perhaps not as all pervasive as in the first decades, it was strong and active. The YMCA worked in freshman orientations as it had in the nineties and yearly published its handbook, the "Freshman Bible" as it was called for many years. The Y had prayer meetings, Bible study, deputation work. A change in the vocational aims of the students showed itself in the formation of the Brotherhood of St. Paul in 1905 "to promote the interests of the ministerial calling among the students." Ten years earlier so many of the students were pre-ministerial that such an organization would have been superfluous. The increase of women students in the 1900's prompted the suggestion of forming a female auxiliary to the Y. Instead the YWCA was formed in January, 1908, with Rhea Duryea (Johnson) '08 as first president. The two Y's remained quite separate until a play given together signaled the first effort at joining forces.

An important development in student life in this era was the creation of a student government association. Discipline had always been the province of the faculty, and order was maintained in the dormitories by teachers who lived in them as proctors. The efficiency of the system varied with the conscientiousness and good sense of the proctors. As early as 1904 an editorial in the *Weekly* commenting on "recent trouble" in the dorms suggested self-government as a solution. A later editor favored it as a means of curbing students who damaged property and threw water bags and the like. The initiative was taken by the presidents of the predominantly male Groups in the spring of 1911. They decided to form a committee of twenty members, four elected members plus the president ex officio of each Group. The women students were not involved because "for the attainment of the object for which this committee was formed it was not necessary that they be represented." The Senate was elected two weeks later, on a temporary basis. The constitution and permanent organization were completed at the beginning of the fall term, when it was made clear that this was to be for men only "because of the fact that the ladies are under special rules coming from the college authorities." Formation of the women's student government did not come for half a dozen years after. The Senate was organized and went into operation on November 9, 1911 with Walter R. Douthett '12 as its president. Its first job was to find out who among the freshmen class had been painting class numerals ('15) about the town, the class having promised not to do this. A few weeks later it had to cope with "acts of vandalism" around Olevian Hall. The Student Government Association discovered at the outset that democracy is not easy.

Although the records do not suggest that this was an especially turbulent or lawless time, perhaps student morale suffered because the years from 1905 to 1908 were an ebbtide in athletics. In both baseball and football the seasons were poor, little encouragement was given to athletes, at times there was no coach. Everything seemed to conspire against the teams. The football team in 1907 had to be picked from a squad of seventeen men. There was no scrimmage, for there were not

enough men to form a scrub team, and Ursinus was lucky to win three games out of seven. In baseball all sorts of hardship had to be met; witness the season of 1907:

> Owing to the fact that Easter came earlier than usual, the trip through the Cumberland Valley was taken the week following. We were unfortunate in selecting the weather, and three of the games were played in snowstorms. . . . One pitcher is not enough for a large schedule. . . . A serious drawback to putting out a skilled team early in the season is the lack of a suitable place for indoor practice. . . . The absence of a coach has been another weakness. . . . To expect a manager to make a first-class diamond out of clay and stones is like trying to make bricks without straw.

The team won five out of fourteen that spring.

This sad state of affairs brought demands for a graduate coach and the Board responded by electing John B. Price '05 Athletic Director. He had coached very successfully at Slippery Rock State Normal School since graduation. Back at his alma mater "Jack" at once directed his fiery energies to restoring Ursinus' athletic prowess to the level enjoyed in his undergraduate days when he was a star in both major sports. The Board was asked to appoint a committee to "devise ways of helping worthy students by finding work for them or obtaining contributions", i.e., help athletes. And a few months later Mr. Price was deputed to canvass for students. Even before this recruiting began, the effects of his contagious desire to win were seen, for the 1908 football team won seven out of ten and 1909 was a banner year: seven victories out of eight, and the single loss to the University of Pennsylvania. That defeat was wiped out the following year when Penn was one of the six teams who bowed to the Red, Old Gold and Black, and only Lafayette topped Ursinus 10-0. Succeeding seasons did not keep up to this high level, but all in all it was a halcyon time. The record in baseball was equally gratifying: seven out of eleven in 1909, the last four all shutouts; ten out of sixteen in 1910; eleven out of fifteen in 1911.

Tennis and track remained largely intra-mural sports, although occasionally a relay team or a runner might represent Ursinus at the Penn Relays. Some effort was made to introduce basketball, but until the Field Cage was built there was no floor on which it could be played.

All the extra-curricular activities which have been sketched in the preceding pages and many others were recorded and commented on in the *Weekly*, which was for that time a free and fairly uninhibited student paper. Its editorial page reflected student opinions and desires at times in a strangely modern vein. In 1907 an editorial asked for a reception room or lounge in the men's dormitory, a need felt sixty years later. A few months later the suggestion was made that Ursinus petition for a Phi Beta Kappa chapter, and this is still to seek. The *Weekly* was, of course, strongly in favor of the movement to build the Field House and later the Cage. An editorial in February of 1910 berated student indifference and lack of support for campus organizations, i.e., apathy, a chronic complaint. Another a few months later declared that student life was overorganized; there were too many clubs, teams, socie-

ties, and these were supported by too few students. On the other hand student editors deplored the conservative views of their elders. A chapel speaker who condemned "loitering in the halls and the impropriety of taking a lady's arm while escorting her" was roundly berated. In view of contemporary concern about communication it is interesting to find an editorial commending Vice-president Omwake for informing the student body about actions taken by the Board: "this openness and assurance that something is being done to improve conditions helps students' morale and the College in general."

A few other events, not unimportant in themselves but not easily categorized with what is already recorded, must close this chapter on the years from 1904 to 1912. On February 11, 1909 the custom of annually celebrating Founders Day was begun. The idea of this observance had been suggested in 1892, but nothing had come of it. Because the original Board of Directors had organized itself under the just granted charter on February 10, 1869 and because Lincoln's birthday was the 12th, the Founders Day committee decided to split the difference and make it a dual celebration. So at the first Founders Day the Rev. James W. Meminger '84 eulogized Abraham Lincoln, and the Rev. David E. Klopp, sole survivor of the ministers who participated in the movement to found Ursinus, spoke on the events of forty years back. The patriotic element was dropped in succeeding Founders Day convocations, but the February time was kept until President McClure's administration when the time was changed to early November to avoid inclement weather.

At the beginning of this chapter the history of the presidency was recorded. Near the close of the era another change in leadership not so conspicuous but of great significance to the College occurred. Henry W. Kratz, who had been a member of the original Board of Directors and who was its president from 1873 on, resigned his office in 1910. He was old and in poor health and had in fact resigned in 1906 but was persuaded not to give up the office at that time. As his successor the Board elected a comparative newcomer, Harry E. Paisley. Mr. Paisley had been elected to the Board in 1907. An official of the Reading Company and a prominent layman in Trinity Reformed Church, Philadelphia, Mr. Paisley was to have a tenure of office rivalling that of Henry Kratz and to bring to his position a devotion to the College's best interests and a canny Scottish sense of finance that were to be of enormous help to President Omwake and his successors.

Chapter 7

PRESIDENT OMWAKE'S FIRST YEARS (1912–24)

GEORGE Leslie Omwake was inaugurated as president on October 7, 1913. In his inaugural address he announced no innovations: "here we come not heralding 'radical' reforms or revolutionary measures." And he amplified this point thus:

> Our task is rather to build on the foundations already laid—to steadily bring into clearer relief our dominant ideals and purposes, to work out in more specific detail our fundamental principles of organization and administration, and to bring all available power to bear in the production of larger and better results. Consequently, there will be no sensations, no pyrotechnics in this administration unless they are shot up unawares.

The reason why Dr. Omwake did not promulgate a course of action for the College at this time was that he had already done so eight years earlier. As a very young dean, speaking for the faculty at the inauguration of President Ebbert, he said in reviewing the Spangler administration just ended that it

> has been devoted to the cultivation of ideals, the establishment of standards, organization for more efficient work—in short, to the development of internal power. As an institution, we stand upon a firm foundation, and in the last ten years we have grown very much, but we have grown tall and thin. It is time now to fill out.

In other words, the College had progressed intellectually but not materially, at least in any commensurate rate. Therefore the chief task of the immediate future was to

> bring to the institution better financial support, larger patronage, and more extended influence—this is our plain duty in the epoch immediately before us.

Dr. George Leslie Omwake, former Dean and Vice-president, was inaugurated as President in 1913. Building financial resources to support the college's developing academic program was a priority of his administration.

In his address as dean at the inauguration of President Keigwin in 1907, Dr. Omwake did not refer to this "plain duty", but in the conclusion of his own inaugural address, after expressing his hope that Ursinus could keep its financial charges low enough to "command the patronage of self-supporting students and those of limited means," he went on to say that the College must secure greater funds to maintain its "growing work." This, he stated, was the task of the directors,

> but assistance, and perhaps even leadership, in promoting the temporal welfare of an institution may rightly be expected of its president. It is through the president that benefactors may get impressions of the worth of the college and become acquainted with its needs, . . .

The history of his administration will demonstrate the truth of his assertion.

President Omwake has appeared so prominently in the preceding chapter of this history that an account of his education and professional career may seem superfluous at this point. But everything about the man who directed and built Ursinus for three decades is of significance. George Leslie Omwake was born in Greencastle, Pa., in 1871. He was graduated from the State Normal School at Shippensburg in 1893 and from Mercersburg Academy in 1895. After graduating from Ursinus in the class of 1898, of which he was salutatorian, he went to the Divinity School of Yale University, receiving the degree of Bachelor of Divinity in 1901. He was licensed but never ordained in the ministry of the Reformed Church. He returned to Ursinus that year as lecturer in education, and his executive powers were almost immediately called upon, for in 1903, upon Dean Weinberger's retirement, he was named dean and professor of the history and philosophy of educa-

tion, a subject which he had studied in Yale graduate school. The change to the office of vice-president in 1909 and the fact that he was the executive officer from 1906 on have already been recorded. It might be well to add that Dr. Omwake's devotion to Ursinus was demonstrated by his refusal in 1910 of the deanship at Pennsylvania State College.

Influential as he became in the councils of higher education (he was one of the founders, and president in 1918, of the Association of College Presidents of Pennsylvania) and in the Church (he was one of the most prominent lay leaders in the Forward Movement of the Reformed Church and chairman in 1926–7 of the World Alliance of Reformed and Presbyterian Churches), Ursinus was central in all his endeavors. He was editor and co-author of the *J.H.A. Bomberger Centenary Volume* (1917) and the *Forward Movement Handbook* (1920), and alumni of the years he was at Ursinus will remember with great affection the words written for them in "The Dean's Column" (after 1912 "The Tower Window"), a column he wrote for the *Weekly* from 1908 until his health began to fail in 1934. Ranging from serious disquisitions on current educational issues of the College and the nation to graceful essays on trivia, the President from time to time recorded much of Ursinus' history in "The Tower Window." He was equally effective as a public speaker whether in prepared address or extempore remarks.

Although he perforce worried over the College's problems, and worry and overwork repeatedly brought on periods of ill health, President Omwake was, as a good president must be, of a sanguine and optimistic temperament, constantly pressing forward to improve Ursinus as much as its resources would allow. The financial condition of the College at his election continued to be grave. On a total current budget of $78,783 there was a deficit of $24,070. Endowment was reported as $215,000, a drop of $16,000 from a few years back. The total liabilities were $192,748. On the other hand enrollment was up to 178, thirteen more than the preceding year, and the campus morale was good. Dean Kline reported that

> There was no hazing this fall, no painting or defacing of property and no horse-play such as characterized the opening of school prior to last fall. This change has been brought about by the system of self-government inaugurated about three years ago.

There were no pressing problems in faculty recruitment, and on the domestic side, after a seemingly endless procession of stewards and managers of the boarding department, Mrs. Emma E. G. Webb was employed and served until her tragic death in 1932. An equally faithful and even more valuable employee of the College was Miss Sara Ermold, who was hired as office secretary in 1910 and became assistant treasurer in 1913, a position she filled with the greatest fidelity until her retirement in 1942. Her mother, Mrs. Ella Ermold, served for much of the same period as preceptress of Olevian and later of Fircroft, which the Ermolds gave to the College, and as superintendent of dormitories. And not to be forgotten as a campus figure

for years to come was Tom Elliot, a tall, lean, taciturn, grumpy Orangeman from County Antrim in Ireland, the one man campus crew and janitor.

President Omwake's first project was the remodeling of the men's dormitories which had been proposed in 1910. There were no funds available so the members of the Board made themselves responsible to find $3,000 monthly for five months, and the alumni were asked to contribute. The contract went to F. L. Hoover & Son, who were later to build the Alumni Memorial Library and Pfahler Hall, on a cost-plus contract and the work was done rapidly, though college had to be opened late to ensure completion of the work done inside.

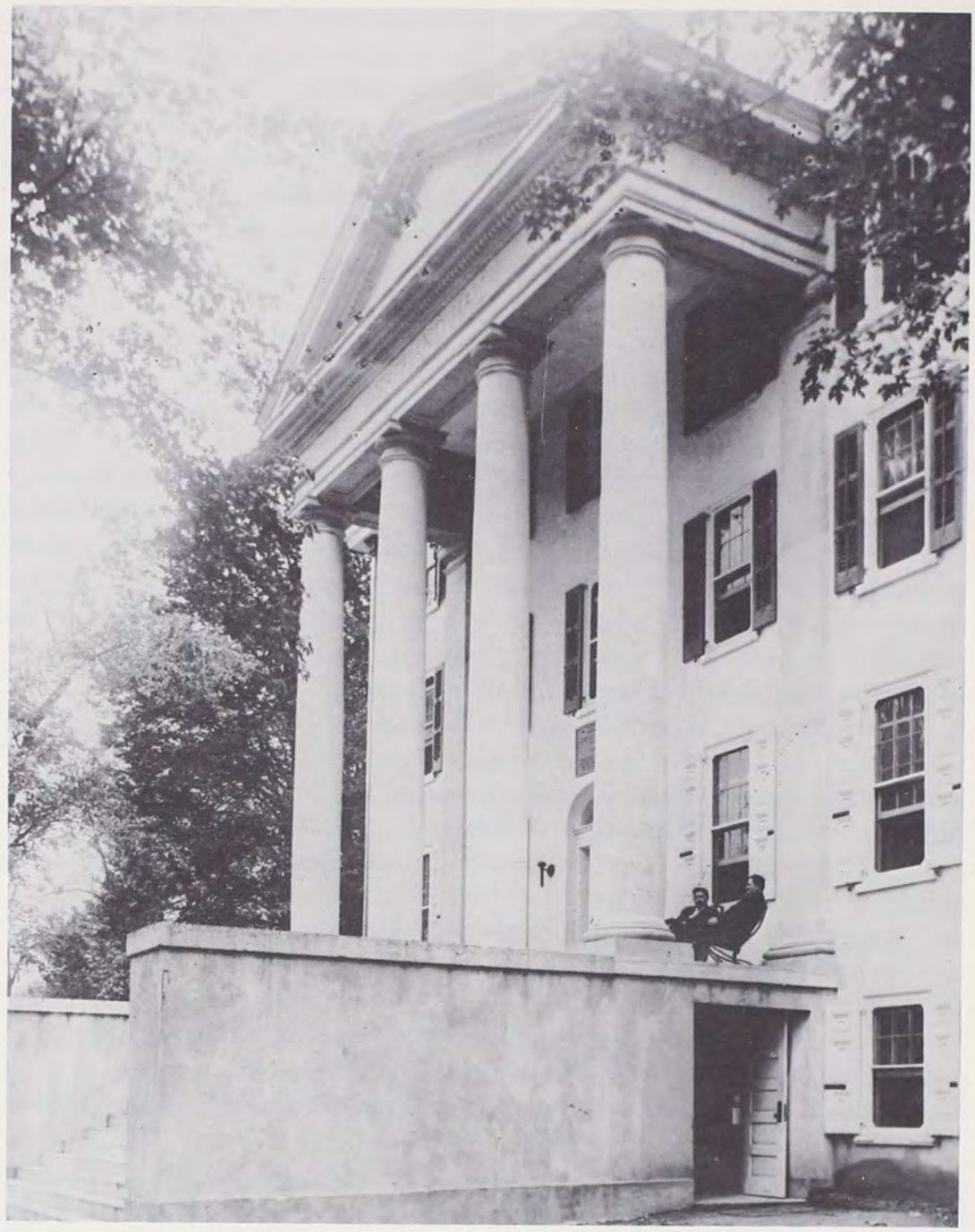
The remodeling included a complete interior renovation, the installation of electricity and proper toilet and bathing facilities on all floors. The dining rooms were rebuilt and the center one, known after 1927 as the lower dining room, was named in honor of Israel and Lizzie Shreiner. A large new kitchen was built at the lower level, filling in the quadrangle behind the group of buildings, its flat roof forming a court onto which three rear doors led from the three buildings of the group—Derr, Freeland and Stine. The exteriors were also refurbished, the principal changes being a new cupola for Freeland and the impressive columned portico so long a landmark of the campus. This was the last part of the remodeling to be completed, in December of 1913. The project cost more than expected, approximately $35,000, but it was entirely necessary.

The central building had been named Freeland Hall in 1910 upon the closing of the Academy. Now the East Wing was named Derr Hall as a memorial to Rev. Levi K. Derr, Hon. '93, and the West Wing was named Stine Hall in memory of Daniel Stine, whose daughter, Mrs. Augustus Kaub, was a benefactor of the College. The three halls were razed in November, 1968, to clear the site for the erection of Myrin Library.

In the spring of 1914 Mrs. Sara Super, widow of Henry W. Super, died and by her death Superhouse and an endowment of $20,500 came to the College. After renovation, the building was occupied in 1916 by President Omwake and his family.

After the modernization of the old dorms and the acquisition of Superhouse, the only major property changes before World War I were the acquisition of the double house on Sixth Avenue and the pipe organ in Bomberger Hall, both in 1916. The house was the combined gift of H. M. Housekeeper of Trinity Church, Philadelphia, and Abram Grater of Trinity Church, Norristown, and was therefore named Trinity Cottage, still its official name, but it was soon called South Hall and has been known by that name ever since. It was used as a women's dormitory, and in theory as an infirmary with Mrs. Carl V. Tower, wife of the professor of philosophy, as preceptress, because she was a registered nurse.

The Charles Heber Clark memorial organ was installed in Bomberger as the gift of Mr. Clark's widow. Now almost forgotten, Charles Heber Clark was a successful journalist and writer of humor under the pen name of "Max Adeler", who had died in 1915. The organ, a two manual Haskell, served the College well



Freeland Hall portico was completed in 1913 as the final stage of a remodeling of Freeland, Stine, and Derr, including electricity, modern plumbing, and new dining rooms. These buildings were razed in 1968 to make way for the Myrin Library.

until fumes from the chemistry laboratory in the basement finally corroded its contacts beyond repair.

One diminution of property might be noticed. The Board sold to Winfred Landes out of the property bought from the Spanglers in 1909 the land overlooking Bum's Hollow and the railroad where the College Arms Apartments complex now stands. The consideration was $150 and a right of way!

The chief immediate change in academic affairs was the abandonment in 1914 of graduate instruction on President Omwake's recommendation. This was in a sense the final step in the College's slow course toward becoming a single purpose institution, and certainly a wise one, for Ursinus had at no time the resources in faculty and library to give adequate graduate training. Nor was there a demand for this training sufficient to warrant its continuance. In 1911–12, there were four M.A.'s in course, in 1912–13 none, and in 1913–14 one.

The students became enthusiastic this year for the adoption of the honor system, which *Weekly* editors had advocated from time to time during the last decade. At a "spirited mass meeting" they "adopted" the honor system to go into effect beginning in September. When September came final action by faculty and students had not been taken. In the showdown the students voted 9 to 65 not to adopt it because as proposed it made the reporting of fellow students' dishonesty a mandatory act.

Changes were made in the student government association, but not to the satisfaction of all, particularly some of the coeds, who felt, quite rightly, that the association legislated in matters for them without their having any voice. Perhaps more pressing was the fact that despite Dean Kline's report that the student government had eliminated hazing, hazing continued and inter-class clashes were frequent. Fights over painting class numerals and over ringing Freeland bell after frosh-soph games were frequent and at times bloody. Nobody really wanted these accepted forms of mayhem eliminated. The only question was how to prevent excess.

Although World War I began in 1914, its impact on American life and American colleges was somewhat delayed. Not until late in 1916 was there any evidence that the shadow of world conflict was darkening the Ursinus campus. References to the war in the *Weekly* were sparse, and there is no report of men leaving college to enlist in the armed forces before February of 1917. Life went on as usual, though there seemed to be a more serious attitude in the student body. Athletics did not arouse the feverish enthusiasm of a few years back.

In April, 1917, the Faculty sent a resolution to Congressman Henry Watson favoring a defensive war, if war was inevitable, and pledging its support of whatever course the Federal government might take. At the same time a petition for the institution of military training, signed by a hundred male students, was presented to the College authorities. President Omwake acted immediately. Captain Romanus Fellman, Second Pennsylvania Field Artillery, was appointed head of the Department of Military Training, and military training was begun.

The Junior Glee Club, pictured in the 1913 *Ruby,* provides a glimpse of the informal side of extra-curricular life.

Collegeville station, on the Philadelphia and Reading Railroad, provided easy access for students to the cultural life of Philadelphia and the world beyond.

A drill session every afternoon at 4:00, Monday through Friday, was instituted. By the time another week had passed, the remainder of the baseball schedule was cancelled, military drill was made compulsory, and class schedules were rearranged so that all male students could participate.

In the first flush of America's entry into the war these measures did not satisfy many young men. By May, twenty-seven men had passed army or navy physicals, and most of them had enlisted. President Omwake felt it necessary to cool this precipitate military ardor by telling the students, as did his fellow college presidents in Pennsylvania, that they could serve the country best by staying in college and completing as much of their course as they could before being called to the colors. He anticipated that enlistment and the draft would greatly decrease enrollment, and also that some would volunteer who were too young or had physical deficiencies that would keep them out of the first drafts.

Some heeded this advice, more did not. In September, 1917, the enrollment was 162 (92 men and 70 women), a 25% decrease in men. The effects of the war were felt in other ways as well. Measures were taken to cut consumption of heat and light: the library hours were curtailed, the laboratories in Bomberger were not used, vesper services were discontinued, and the arch-rival literary societies met in joint session. In February, 1918, the Faculty adopted a plan increasing the length of classes so that the College could close a month (actually three weeks) earlier than originally scheduled and thus release faculty and students sooner for work to help the war effort.

At the Board meeting on May 13 "It was moved and ordered that the study of German be made optional, and that provisions be made for instruction in Spanish and Italian, so that two modern languages may be required of students as heretofore." This action reflected the animus against everything German that swept the country and caused many colleges to abandon the teaching of German altogether. That this did not happen at Ursinus was due to the efforts of Calvin D. Yost. Nothing of this sort was thought of in 1941–5.

By the time the fall term had begun, the Ursinus unit of the Student Army Training Corps, under the command of Lieutenant Stanley Wohl, was authorized, to be activated on October 1, the standard date throughout the country. It was to run initially for two three-month terms, and special courses in military science, map-making, and sanitation were to be given. Interestingly, men in the unit who had been studying German were to continue this study.

At Ursinus the SATC consisted of two platoons of 48 each, who were in uniform by the middle of October. But the program had hardly got into full swing when the war ended. In the beginning of December the decision to demobilize was made, and the process was complete by December 21. The SATC had a short and hardly glorious career of two months. Its demise was not lamented. It had been viewed as a form of favoritism by those whose sons were not in college and were thus subject to immediate draft. By them the initials were interpreted to mean "Safe at the College." But if the war had continued longer, it might have provided as

effectual a program to train men for the long term needs of the nation as the comparable programs in World War II.

Apparently the College profited from its SATC contract with the Army, for the Board was anxious to have it continue through the next year (1919). In response to a letter from faculty members pointing out the great rise in cost of living created by the war and asking that professional salaries be increased to $1,800 a year, the Board voted a 20% bonus to be paid in five monthly installments if the SATC contract continued.

Although the United States was in the war for nineteen months, mobilization was so slow that many of the men who had been drafted or who enlisted were in the service for only a year or less. Consequently, if lucky in being discharged early, they could resume their college course and be graduated only a year later than they normally would have been. There was no G.I. Bill on the scale of that enacted after World War II, but because the war was comparatively brief, there was not the large backlog of students produced in 1945. It is interesting to note that from 1873 to 1918 Ursinus had graduated six hundred and fifty-eight, including the women graduates from 1884 on.

Two hundred and seventy-one men students and alumni served in the armed forces in World War I. Of the two hundred and seventy-one, eight died in combat or in the service. In May of 1919 President Omwake proposed in the "Tower Window" that there should be a memorial to those men, but did not suggest the form it should take. A *Weekly* editorial the next week urged the need of a library building. At Commencement the President appointed a committee of fifteen alumni to formulate an appropriate memorial. During the summer the decision to build a library was reached, and the Board authorized the alumni committee to secure an architect. Frank R. Watson, of Watson, Edkins and Thompson, who as a young man had designed Bomberger Hall, was selected.

A vigorous campaign for funds was conducted by class solicitation, personal letters, and publicity in the *Weekly* during the next year. Oddly enough, before the contract had been let and even before the site of the new library had been chosen, a symbolic ground breaking took place in Bomberger Hall, because of rain, on June 8, 1920. By that time pledges of about $28,000 had been received. The general construction contract was given to F. L. Hoover & Son in September, three months after tentative plans had been approved. But construction did not begin until the next year when sufficient funds were in hand. The site, one hundred feet east of Bomberger with the front of the new building parallel with the front of Freeland, was picked on July 28, and work began at once. The cornerstone was laid on September 24, 1921, the first such ceremony at Ursinus since that of Bomberger Hall in 1891. By November the walls were nearing completion.

The Alumni Library Committee and the Board moved rather warily in this project because at the time it was begun building costs were high in the flush of the post-war boom and the campaign pledges did not amount to as much as was hoped. By February of 1922 the alumni had subscribed $37,000, and as of that time

the estimated cost of the building and equipment was $95,412, about $46,000 below bids of sixteen months earlier, for the boom had burst. The actual cost, when all was done, was just over $100,000. By that time the pledges had increased to $75,691, of which over $55,000 had been paid.

There was hope that an appeal to the Carnegie Corporation would yield a substantial amount of money. Neither this request nor one for library endowment made in 1923 produced any results. Another potential source of funds for the library and the general development of the College was the Forward Movement, a fund raising drive in the constituency of the Reformed Church spearheaded by the heads of the Church's educational institutions. President Omwake was one of the leaders in the Forward Movement; he wrote much of its promotional literature and devoted most of his time in 1920–1 to it. The original amount allocated in prospect to Ursinus was $300,000. This allocation was doubled, but the amount received was far below expectations. By June of 1922 Ursinus received $73,200. Of this, little was allotted to the library.

Alumni Memorial Library, opened in 1923, provided a spacious new home for the college's collection. It was built as a memorial to students and alumni who died in World War I.

The hundreds of alumni who span the years from the fall of 1923, when the Alumni Memorial Library opened its doors, to the misty October day in 1970 when those doors closed on the final borrower, will remember well the spacious reading room, its large windows, its walls lined with bookcases and hung with paintings, especially President McClure's portrait facing Dr. Omwake's across the full length of the room. At the time of its occupation the seating capacity was 96, an excellent provision, since the student body was about 300. For many years, men students were required to sit in the left half of the room, and women in the right. The strictness of this regulation was gradually eroded.

Beyond were the stacks, built to be closed, a common concept in the twenties. At the time of completion, only two tiers of stacks were installed. A third was added in 1949 when growth of the collection made it necessary. The planned capacity was 60,000 volumes. The collection first placed on the shelves totalled 18,000. By 1969, by dint of using all available space, overflowing into the basement and second floor, the library housed over 88,000 volumes.

The interior of the library had vaulted reading rooms lined with bookcases. For many years, men students were required to sit in the left half of the room, and women in the right.

To the left of the stacks were library workrooms, and a stairway leading to the rare book room, a scene of Board of Directors meetings for many years. To the right were two small classrooms, in later years used for the Head Librarian's office and an art reference room. A stairway here led to the museum, housing the Shaw-Bernard collection. In 1965 this gave way to the Reserve Book room, and the basement was renovated and filled with bookshelves, carrels and a Xerox machine, at a cost well over $5,000.

After almost fifty years of serving scholarship, will the Alumni Memorial Building have many more years serving the lighter side of student life? According to present plans a Student Union is at last to be realized within its walls.

The library was only the first stage in the expansion of the College's physical equipment which President Omwake had had in his mind for years and which was graphically represented in the "President's Dream" in the 1918 *Ruby*. But the realization of further stages of that expansion had to await the strengthening of the College's finances and the appearance of major benefactors. "Hope deferred maketh the heart sick," but the President never lost heart and in the second half of his administration was able to see some of his "dream" come true.

Colleges used to seem to each generation of students immutable. Still, however minutely, "E pur si muove", and some changes are of significance and interest. Not among the least of these is the coming of new professors who become seemingly permanent figures and have a large place in the life of the College.

In 1913 Carl Vernon Tower was elected professor of philosophy and psychology. A graduate of Brown with his Ph.D. from Cornell, Dr. Tower taught at Ursinus until his retirement in 1946. A genuine scholar who found it difficult to realize the distance between his powers of philosophic abstraction and those of many students, all of whom had to "take" a course in philosophy, he struggled manfully with the mixed bags of apprentice logicians and metaphysicians he faced each year. For some he was the classic figure of the absent-minded professor. Always a gentleman he leaned out of his "ivory tower" to greet with respect any sign of mind in his students.

A year later came William Wilson Baden. His doctorate was from Johns Hopkins, and he had studied for two years in Berlin, Rome, and Athens. Like Professor Tower a truly cultured man, Professor Baden was learned in both ancient and modern languages, teaching chiefly Greek and Spanish at Ursinus until his death in 1924. Among the students he was universally known as "Boots." Fond of walking, always with his cane in hand or held behind his back between bent elbows he was a familiar figure in Collegeville and its environs.

In a new field of instruction was Katherine E. Fetzer, who came to Ursinus in 1916 as director of physical training and instructor in public speaking for young women. The position Miss Fetzer filled and her presence in the faculty was the result of sponsorship by the Ursinus Women's Club, which began as the "Women Graduates Association" in 1914 and then opened its membership to faculty wives and other women interested in the College. Its first project was the establishment of

The May Pageant, begun in 1919, was an Ursinus tradition. It featured elaborate choreography and costuming as well as the May pole and Queen. The sycamore tree in the background earned Ursinus a place in Ripley's *Believe It or Not* because it stood in the endzone of Patterson Field where football was played.

the instructorship named above, and the Club for several years underwrote the salary of the incumbent. Miss Fetzer was succeeded in 1918 by Agnes R. McCann, who began the program of intercollegiate athletics for women and also the May Pageant (the first one was presented on May 8, 1919, with Marion Jones '19 as Queen), produced each spring since then. The combination of athletic coach and speech instructor was an uneasy one and did not last long, but the course in public speaking and pageantry continued on its own well into the forties. The major in physical education was not instituted until 1930.

The creation of a new major, or group, in economics and business administration came with the election of Paul K. Edwards as assistant professor in 1922. Upon his resignation a year later James Lane Boswell was elected and served until his retirement in 1960. Professor Boswell, now an emeritus professor, was a Kentuckian trained at Georgetown College and the University of Pennsylvania in the pre-Keynesian days. The emphasis in the department as he developed it was primarily on economic theory, but the practical application of that body of principles was stressed more after Maurice O. Bone joined the department in 1930.

Another development, this time not of a major but of pre-professional training, was signaled by the election in 1919 of Paul Allen Mertz '10 as assistant professor of education (and assistant to the president). As has been noted earlier, Ursinus had from the first decades prepared some of its graduates to teach in the high schools of Pennsylvania and adjoining states. Courses in pedagogy had been introduced into the curriculum in the nineteenth century. Even before he was dean or president, as well as after, Dr. Omwake had lectured on the history of education and methods of teaching. But Professor Mertz developed the program on the lines of currently emerging theories of teacher training. He introduced a course in educational testing, using the techniques of Binet and Terman which had been given national publicity by their use in the Army in the World War. He took classes on observation trips to local high schools.

Under his energetic leadership the program developed apace. In February of 1922 a group of fifteen students began a period of observation and practice teaching at Collegeville High School, anticipating a requirement for certification which the Pennsylvania Department of Public Instruction was to set up a year hence. Two years later the Department of Public Instruction issued provisional certificates to 57 Ursinus graduates. In terms of numbers the Ursinus group was 14th among the 47 institutions in the state to whose graduates certificates were granted under the new requirements. It should be noted that this certification was for high school teaching. In the 20's, as for many years earlier, training for elementary school teaching was in the hands of the normal schools, soon to be called state teachers colleges, and few liberal arts colleges had programs in professional training for grade school teaching. Ursinus has never prepared students to qualify for elementary certification except in health and physical education, in which subject a dual preparation and certification is prescribed by the State.

Once put into operation the practice teaching program quickly became an established element of the College curriculum and of community life. The writer has vivid memories of being "practice taught" by Ursinus students in 1923–6. They were assigned to classes according to their major and occasionally, owing to the smallness of the local high school, practiced and learned their craft under teachers hardly more experienced than they. Despite this disadvantage, which the refinement and enlargement of the program was to eliminate, most became very competent teachers. The first generation of Ursinus teachers in this program is just at retirement age now.

Professor Mertz left the faculty in 1924, to be succeeded by John Peter McCoy, who in turn was followed by George Russell Tyson in 1927, another of the teachers who left a mark on many generations of Ursinus students. The teacher preparation program under Dr. Tyson grew upon this favorable beginning and continues as a central part of the College's work today.

The educational innovations of the post-war period, modest as they then seemed, all grew and prospered. Not so with every venture of the time. One that closed long since was the college farm. On the property purchased in 1909 from the

Spanglers was a stone barn, where the heating plant now is. The Board of Directors decided to renovate this barn, add a modern dairy stable and silo, and go into dairying and vegetable growing to supply the College's needs with, it was hoped, savings in food costs. Professional management was provided by securing the services in December, 1920, of Clarence E. McCormick, a Penn State graduate in agriculture and an experienced dairyman, as farm manager.

Under his direction a herd of pedigreed Holstein cows was purchased, and within a few years calves bred from this herd with resounding names like "Ursinus Samantha Pontiac Korndyke" grew to maturity, to produce milk for the student body.

The fields to the north of the campus drive paralleling Main Street were planted in vegetables or in crops for the feeding of the herd. The project was for a number of years a great favorite with President Omwake, and included the leasing of Captain Henry H. Fetterolf's farm (on both sides of Sixth Avenue down to the Run). Mr. McCormick and his family resided in Sprankle Hall (now the Infirmary), which had earlier been occupied by a succession of faculty families.

But as time went on, the benefits did not match the expectations; it proved cheaper to purchase than to grow food, and some of the farmed area was needed for other purposes. After a protracted illness Mr. McCormick died. Enthusiasm for the farm also died, and in June, 1930, the Board decided to give up dairying. But the herd was not sold and the venture closed until February, 1936.

After that time the farm buildings were maintained under minimal repair as storage for furniture and whatever else needed to be kept somewhere, (including for a year or so (1939–40) Zachie, the bear cub who was the College's one living mascot), until they were torn down in 1963 to clear the site for the new heating plant.

In the post-war years life quickened on the campus. The prospect of the library building soon to be erected, the increase in enrollment, the additions to the faculty, the reawakening of intense interest in athletics—many signs pointed to a vital and more prosperous future for Ursinus. At the same time the heritage of the past was not forgotten, and past and future were the mingled strands in the celebration of the fiftieth anniversary of the opening of Ursinus, which was celebrated on October 19 and 20, 1920. The stronger of these strands was the prospect of what was to be achieved in years to come, for as President Omwake observed in the "Tower Window" a day before the celebration it was to be an "exclusively forward looking program." In a time of transition "it is the business of education to give first attention to the problems immediately at hand and to endeavor even to work ahead of the rapidly advancing forces of civilization in blazing the way for the new age."

On Tuesday evening the Board of Directors gave a dinner in honor of the College Presidents Association of Pennsylvania, at which addresses were made by Dr. James M. Anders, the prominent Philadelphia physician who was for many years a member of the Board of Directors, Alba H. Johnson, former president of Baldwin Locomotive Works and a member of the College's Advisory Board, and

Henry H. Apple, president of Franklin and Marshall College. At chapel the next morning, the only part of the celebration exclusively for the students, except for having a holiday, talks were given by President James H. Morgan of Dickinson College and Dean James H. Dunham of Temple University, who was for a few years a member of the Ursinus summer school faculty.

The anniversary celebration proper was held at 2:00 P.M., preceded by an academic procession from Olevian to Freeland, down the main path, along Main Street to Superhouse, and thence to Bomberger Hall, with a student escort marshalled by Donald L. Helfferich '21. The addresses were delivered by President Henry Churchill King of Oberlin College on "The Educational Challenge of the Present World Situation" and President George W. Richards of the Theological Seminary at Lancaster on "The Function of the Christian College," in which Dr. Richards largely corroborated what President Spangler had said in his inaugural address in 1894, that a Christian college is distinguished not by a distinctive curriculum but by the view of man and life that it imparts. Ten honorary degrees were conferred, among them the degree of Doctor of Science on Professor John Wentworth Clawson.

The anniversary celebration concluded with a public meeting of the Eastern Synod in Bomberger Hall, at which greetings and congratulations to Ursinus were given by six officials of the several instrumentalities of the Reformed Church. Everything went well, the weather was fine, the "academic procession was beautifully colorful, from the red freshman caps down thru the white files of pretty coeds to the black academic robes with their vividly colored hoods," and the celebration evoked, as Gilbert A. Deitz '18 commented in the *Weekly,* "a renewed joy in our College, her traditions, her present, and her bright future, a renaissance of loyal love and passionate patriotism."

As a move toward that "bright future" the faculty undertook a general study of the curriculum to find ways in which it could be made more effective. As a result of this study the group system was left unaltered, but great flexibility was achieved by adopting the "semester hour" as the unit of study, in educational bookkeeping, instead of the course as heretofore. A natural consequence, so President Omwake stated, would be the creation of more half-year courses, which among other advantages would open the way for mid-year admissions. In fact, these changes did not bring mid-year entrants, and time has seen a move away from semester hour counting, though its plausible exactness still haunts students and administrators alike. A greater concern for practicality in education and the preparation for specific careers inspired the creation of the major in economics and business administration already noted.

The post-war years with their increase in enrollment increased the teaching load of faculty and compelled sectioning. One result of this was the coming to Ursinus of Martin Weaver Witmer in 1920, who from that year until his retirement in 1947 instructed generations of Ursinus students in the art of writing. A graduate of Franklin and Marshall College, he joined the faculty with a reputation as a

thorough grammarian in ten years of teaching at F. & M. Academy and as a strict disciplinarian. The reputation was well earned. Professor Witmer brought also an enthusiasm for debating, and he organized and managed for many years a high school debating league as well as coaching the Ursinus inter-collegiate debate teams.

The paramount emphasis placed by President Omwake and the faculty on thorough teaching and sound scholarship was recognized in 1921 when the Association of Colleges and Preparatory Schools of the Middle States and Maryland of which the College had been a member since the founding of the Association, placed Ursinus on its first approved list. This regional accreditation came despite the fact that Ursinus notably lacked one of the eleven specifications set up by the Association, that a college should have at least $500,000 endowment. The Commission on Higher Education had "due regard for the fact that an institution falling below the desired standard in certain particulars may more than make good this lack of excellence in others." Ursinus has thus been on the approved list since the Middle States Association engaged in accreditation, its position being reaffirmed after evaluations in 1957 and 1968.

Enrollment increased steadily from 1920 on, creating strains in classrooms and dormitories. The need for more classrooms was met in part by moving the chemistry laboratory from the second floor north corner of Bomberger to larger quarters in the basement underneath the eastern half of the chapel and Room 8. This move, in 1921, afforded the Chemistry Department a much larger laboratory and, of course, new equipment. The room vacated was turned into a lecture hall. On the other hand the new laboratory presented difficult problems in the venting of fumes and eventually took its toll when escaping corrosive agents caused deterioration of the console of the Clark Memorial Organ. Another gain in classroom space came through the occupation of the Alumni Memorial Library in 1923, which released Rooms 6 and 7 in Bomberger for classroom use.

Additional dormitory space, particularly for women, was obtained by purchasing or leasing houses in the town. This was an expedient, not a policy, for President Omwake and the Board had long had in mind the intention of building dormitories on the campus. But it was cheaper to buy houses contiguous to the campus than to build, especially since funds for a sizeable dormitory unit just weren't in hand, and by buying a house the increase of the moment in enrollment could be housed. Once started the policy continued, and the College now owns sixteen houses, not counting Superhouse, Shreiner, and South, which antedate 1920. As time went on displeasure was voiced by townspeople on the ground that this policy was removing too much real estate from the tax rolls. The administration countered this objection by making a voluntary annual contribution to the borough.

The small residence halls have had disadvantages and advantages. They were and are less economical to maintain and require more personnel than larger units. Some students in the more distant ones have felt isolated from the campus. On the other hand many students have liked the small residential units, feeling that they

create a more intimate group, as in a fraternity house. A very real advantage for Ursinus has been that by ownership of nearly all property fronting the campus on Main Street, the College has been able to protect this part of the town from being commercialized, a protection that the borough zoning ordinance is supposed to give but doesn't.

The first such purchase was of Maples, next to Trinity parsonage, in 1923, for $5,000. The house was enlarged and remodeled at a cost of $6,900 and put in use as a women's dormitory housing thirty students. Prior to its purchase and enlargement it had been rented by the College since 1919. In purchasing it the College invested annuity funds, the annuities to be paid out of income from room rental. Thus in a modest way the Board initiated the policy to be largely expanded in later years of financing building construction or purchase by investment of its own funds rather than borrowing from outside sources.

The second purchase of this sort came a year later when the College bought the erstwhile Lewis Royer property in Trappe, a large house with almost eleven acres of ground, to be used for housing men students. As with Maples the purchase of this property, which the College called Highland Hall, was in part made possible by special gifts. In 1936 the College gave much of the acreage to the local school district, to be used as athletic fields by the new high school. And in 1944 it sold Highland Hall, the only property the College then owned in Trappe, to a private purchaser.

The increase in enrollment in the post-war years that necessitated these additions in classrooms and dormitories, modest as it may seem to later times, brought other changes. The proportion of women students in the total college population had been increasing steadily. In 1924 there were one hundred and fifty-four men, one hundred and nineteen women. President Omwake in commenting on this increasing ratio of women wrote that

> Although Ursinus has been a co-educational college in principle for over forty years, and has been one in fact, so far as a considerable number of women students is concerned, for nearly twenty years, the institution, in its organization, kept almost wholly the form of a man's college.

To correct this administrative imbalance and to provide counsel and control adequate for this larger female group the Board created the office of Dean of Women, and to it elected Elizabeth Brett White in 1924.

Dr. White was not only the first dean of women but the first woman elected to professorial rank in the faculty as professor of history succeeding Professor Raymond B. Munson, who had resigned. Dr. White was a graduate of Cornell University who received her M.A. at the University of Wisconsin and her Ph.D. at Clark University. She came to Ursinus from Pennsylvania College for Women (now Chatham College), where she taught for ten years. Energetic, thorough, scholarly, Dr. White brought to her dual role a passion for efficiency and concern for people

and for truth that many alumni of both sexes will remember. She resigned the deanship in 1938, to be succeeded by Camilla B. Stahr. As chairman of the Department of History she continued until her retirement in 1947.

The motivation for creating the office of dean of women came in part from the Ursinus Women's Club, which had also been pressing for female representation on the Board of Directors. Both desires of the Club were met, in the latter case initially by the election to the Board in 1928 of Rhea Duryea Johnson '08, who was in 1970 the second ranking member of the Board in seniority.

Increased enrollment also brought greater concern for the health of the college community, resulting in the creation of the post of college physician. The first incumbent was Dr. Ammon G. Kerschner '12, who was elected in 1922 and resigned a year and a half later, to be succeeded by Dr. John B. Price '05, who held the post for many years.

Campus life in the years from 1912 to 1920 was, except for the period of the war, much as it had been in the first years of the century. Fraternities were forbidden, specialized clubs did not begin to form until after 1920, and since the enrollment was still rather small, social life was centered in the activities of the classes, the groups, and Zwing and Schaff. The only other organizations, apart from the *Weekly* and *Ruby* staffs and the glee clubs, were the YM and YWCA and the Brotherhood of St. Paul, which did not have as large a proportionate membership as in earlier years because more and more men were planning to enter professions other than the ministry.

Rivalry between Zwing and Schaff remained keen and usually friendly, although an editorial in the *Weekly* in 1915 deplored it as a cause of disunion which affected the athletic teams. Schaff continued its emphasis on dramatics, presenting such plays as *Richard III* in 1913, *The Lady of Lyons* in 1915, *Ruy Blas* in 1916, and *The Dead Heart* in 1917. By now dramatics had long lost the sinister reputation of the nineteenth century. Before the war the tradition of having the Junior Class give the second major dramatic production of the year began, and even the YWCA started to put on plays. Skits and playlets, many of local authorship, continued as staples of the weekly programs of Zwing and Schaff. Coaching was still largely in the hands of the Lanes and the Gristocks until Gilbert A. Deitz '18 joined the faculty as instructor in chemistry after graduation and took on the coaching of dramatics.

From 1920 on the Junior Play tended to be a fairly frothy comedy or farce, but Schaff began mounting romantic plays of a historic cast, with elaborate costuming and staging, so far as the platform in Bomberger chapel would permit. The first of this series was *If I Were King,* the 48th anniversary of Schaff in 1920, followed by *When Knighthood Was in Flower* the next year, *Sherwood* (about Robin Hood) with Eugene Michael '24, later to be professor of education, in the male lead, in 1922, and then for a change of pace a modern comedy, *The Prince Chap,* in 1923. These last two were coached by William Gawthrop, who was from 1921 to 1925 instructor and then assistant professor of chemistry.

Interest in athletics continued high, except during the war period, but Ursinus

teams were not so winning as those of the 1908–10 era. "Jack" Price resigned as athletic director and coach in 1914. The 1913 football season was rather unfortunate (six losses out of six, though all were by close scores except to Cornell and Lafayette), the squad was small (eleven men at the outset of the season) and Coach Price apparently felt that the support he wanted for his teams was not forthcoming from students, alumni, or administration. The baseball team did rather better, but this was not enough to assuage his feelings, and despite an "Athletic Conference" held on April 4, 1914, to make athletics as paramount in Ursinus as he desired, he resigned in June. Wesley Gerges '14, who succeeded him, came into a situation where there was no way to go but up, and the football team won two out of nine in 1914.

It must be said that the death in November, 1913, of George Henry Gay from a broken neck suffered in a game he was playing as a member of a non-college club dampened enthusiasm for football. A *Weekly* editorial two weeks later listed injuries incurred by other Ursinus gridders of recent years or still in college and said "we are beginning to wonder if all this athletic glory and prestige has not cost us dearly." The editorial went on to suggest that football be dropped and soccer introduced as a substitute. Ralph Mitterling '15, a member of the varsity who was to return to Ursinus as coach in 1919, replied, defending football as entailing risks that all sports entail and decrying soccer as a substitute. "It will be," he wrote, "another worthy sport for Ursinus. But it will not replace American football. It is too English." The Athletic Committee met with a committee of the Board to discuss general athletic policy, and the combined committees agreed that football should be continued, with all possible safeguards, but that other sports such as basketball, "Association football" (soccer), and hockey should be provided to furnish "wider and more diversified opportunity."

Whether soccer was in fact "too English" for Ursinus is in doubt, but it did not catch on. Basketball did. Inter-group games began in January, 1914, and in March the "Ursinus Independents" beat P.M.C. 41 to 33 in what was called the closing game of the season, though no other game is reported. The first regular season for basketball as a varsity sport was 1915, when the team, captained by D. Sterling Light '16, now a member of the Board of Directors, won five out of ten, including all its home games. In 1919 the team played a twenty game schedule, winning half of the games.

Baseball was in better plight, but the years before and after the war were more distinguished for the spirit of the teams and the loyalty of the fans than for successful seasons. Tennis increased in popularity, and varsity teams played a few matches with other colleges from 1915 on. The 1919 team sparked by Misao Nishiyama '19 and E. Warner Lentz '21 won four out of five.

The real innovation of this period was the introduction of inter-collegiate athletics for women, for which Ursinus has long been nationally and even internationally famous. Ultimate credit belongs to the Ursinus Women's Club, which, as was already related, provided a director of women's athletics from 1916 on. The

actual mover and founder was Agnes R. McCann, who served as director and coach from 1918 to 1921. In the fall of 1918 she introduced hockey, and several interclass games were played. A year later the first intercollegiate game was played with Swarthmore, on November 1. Ursinus lost 8 to 1, but won on the following Saturday from Beechwood (now Beaver College) 3 to 1. Immediately a brief clash of opinion over whether hockey should be recognized as a major sport and its players awarded a varsity "U" arose. The women eventually won. In 1920 the team, captained by Marguerite Moyer '21, lost disastrously to Temple, 11 to 1, but in a return game tied 2 to 2 and again beat Beechwood. Hockey was firmly established.

Basketball for women, which had been introduced by Marian Spangler '03 and her sister Sarah '06 in the first years of the century and then dropped, was also made an intercollegiate sport. Inter-hall games were played in the spring of 1920, and the first game with another college, Beechwood, on February 10, ended in victory for the opponent, 21 to 14. This game was played by girls' rules in the first half, when Ursinus was blanked, and boys' rules in the second. In a return match Beechwood won again, 26 to 21. Mary B. Closson '20 was the first captain of women's basketball. A year later the team played a seven game schedule, losing all. The beginning was hard but better days were ahead under the leadership of Madeline Roe, who joined the faculty in 1921.

Interest in these and other sports was stimulated by the formation in 1919, under Miss McCann's influence, of the Women's Athletic Association. All women were automatically members, and those who were not capable of playing varsity hockey or basketball were encouraged to engage in hiking, archery, or swimming. The Hiking Club, in existence for a few years in the early twenties, awarded a "U" to each girl who logged one hundred miles. Swimming was a sporadic pastime; fortunately the Perkiomen in those happy days was unpolluted. Archery never really caught on.

Although comparatively few students engaged in it, inter-collegiate debating had its heyday in the twenties. Debates, formal and informal, had always had a prominent place in the programs of Zwing and Schaff, but inter-collegiate debating really began in 1920 when, through the persistent efforts of a few students and the encouragement of Professor Martin W. Witmer, who had joined the faculty that fall, six men were selected from each of the societies to try out for a team to represent the College. Thus began Ursinus' participation in what was the Inter-collegiate Debating League, formed in 1922–3. Debates and dual meets were held with such colleges as Pennsylvania, Juniata, Gettysburg, Lafayette, Muhlenburg, and Bucknell. After Dr. Elizabeth B. White came to Ursinus in 1924 this activity was opened to women and the Women's Debating Club was formed in February of 1925, matching the Men's Debating Club organized the preceding year.

As was stated earlier, fraternities did not exist officially. But as the 1921 *Ruby* stated,

> within the sacred precincts of Dog House, Stine Hall, and in the deepest recesses of the Ministerial Incubator, there flourish KMA and Big Nine respectively. These are not secret

organizations, but outsiders know little concerning these organizations. . . . They have been investigated and tolerated by the authorities. However the official seal is withheld.

After a few years they withered away, only to have permanent successors in the fraternities organized from 1924 on.

President Omwake's First Years (1912–24)

During the first years of President Omwake's administration the Ursinus School of Music flourished under John Myron Jolls and various female assistants. In its palmiest days it sponsored the Men's Glee Club, the Women's Glee Club, the Men's Quartette, the Women's Quartette, and the Handel Choral Society. Instrumental instruction was almost exclusively in piano and organ, again taught by various women until Clara E. Waldron joined the faculty in 1917. After her departure in 1924, however, training in piano was soon dropped. Mr. Jolls, who first came to Ursinus in 1908, resigned in 1921 and was succeeded by Marian G. Spangler, who had been giving individual vocal instruction since 1918. She was succeeded in 1923 by Jeanette Douglas Hartenstine, who was in effect the Music Department for the next twelve years. In all this period interest in music was strong, and the *Ruby* and *Weekly* record an unending series of concerts, entertainments, performances, including each year the rendition of an oratorio.

Campus life was perhaps parochial in the years from 1912 to 1924, for the automobile had not yet become a part of the undergraduate's way of life. President Omwake commented on the beginning of the weekend exodus, but for the most part students stayed on campus throughout the term. Excitement came through the rivalry of classes, particularly the freshmen and sophomores, high points being the annual attempt to kidnap the freshman president to keep him from attending the class banquet, and the tug-of-war, which was introduced in 1918 as a substitute for the class rush. That year the frosh won: "how the girls did cheer and how they rushed back to the dorms to put up the curls and braids which had been hanging the past week or so because of soph decree."

Sometimes drama came through unforeseen events. Early in the morning of November 29, 1921, Shreiner Hall was discovered to be on fire. The "chronicler" in the 1923 *Ruby* recorded the historic moment:

Shreiner puts some "pep" into Ursinus and decides to get on fire. Who could forget it, those rosy, hair curled, visions of early morning loveliness, with Miss Hamm and Miss Waldron looking their best? Indeed, it was an enchanting sight—one not to be forgotten! Love-making was even indulged in, when "Shorty" Leeming defied "Alt" and took Irene in his arms. But due credit must be given to the College Fire Dept. Consisting of one express wagon, a garden hose, and a ladder, it did heroic work, while Mrs. Tower ably conducted a bucket brigade, in accordance with the Minute Men from the "dorms." This fire was a decided success, for it gave the entire male force of the golf club a chance to pry undisturbed into the gossiping recesses of Shreiner. They surely didn't miss a thing. The chief loss was a few fur coats and dresses burned in a staircase closet.

Fur coats recall the fact that the early twenties were the era of the flapper preserved in John Held cartoons—with her short skirt, bobbed hair, a striking

figure in her raccoon coat and flapping galoshes. Ursinus had its share, and there were those who saw in the flapper and her male counterpart, the "lounge lizard", signs of moral decay in the younger generation: "I have read in the papers that in the course of a short time bobbed hair girls will become bold."

In retrospect it seems a rather decorous era, and in fact contact between the sexes apart from the meeting in class and extra-curricular activities was confined rather strictly to "social hour" about which a writer in the 1924 *Ruby* comments wrily that

> It is a sort of time between the day and twilight when moony couples get together and wish they were somewhere else far from the eyes of man. Now and then some of them act as if they were. During the time devoted to its observance participants are permitted to enjoy such well-known indoor sports as holding hands, chewing what is known as the rag, playing the piano, going for a drink of water and fighting for the davenport. On warm spring nights the main amusement is walking around kicking the heads off dandelion stalks. . . . Social hour is cheaper than canoeing, dancing, eating, studying and smoking but not as exciting.

A study of the alumni records for the era, however, suggests that somehow or other men and women got to know each other fairly well, for the number of successful Ursinus marriages grew year by year.

Chapter 8

PRESIDENT OMWAKE'S LATER YEARS (1924 – 36)

THE division of President Omwake's administration into two twelve year periods is symmetrical but arbitrary. No momentous event or change signalized the year 1924, although it did just precede the opening of the campaign for funds which was to provide for the expansion of facilities that began with the erection of Brodbeck and Curtis dormitories in 1927 and ended with the completion of the Science Building in 1932, a period of growth exceeded only by that of the present decade. President Omwake himself reviewed the progress of the College at ten year intervals, and a perspective view can be gained from his report to the Board, and the constituency of the College, in November of 1922.

As he said, figures do not "adequately represent the growth of an institution of this kind" but comparisons have some significance:

> Ten years ago the Dean reported an enrollment of one hundred seventy-eight students. Today he reports two hundred sixty-one—a gain of almost 50 percent, notwithstanding constantly increasing discrimination in the administration of admission requirements. Since the War, the average rate of increase annually has been 13 percent. The income from tuition and other fees in 1911–12 was $15,277; in 1921–22, $40,503. Gifts for current use in 1911–12 amounted to $1,503.37; in 1921–22, to $8,530.73. The yearly budget of the Boarding Department advanced in the decade from $15,640.72 to $44,494.75. The total business of the College ten years ago amounted to $63,181.24. The report of the year just closed shows a total volume more than three times as great, namely, $194,348.76. Although the decade under review includes the period in which the claims of the College were yielded in favor of the urgent philanthropic needs incident to the War, the total of contributions received is over $300,000.

The President then listed all the additions and improvements to property which have been described in the last chapter.

In considering the "production" of the College, Dr. Omwake pointed out that

in the decade just ended the number of alumni had doubled, the total in 1922 being eight hundred and thirty. Of these the largest number were in education

> which claims three hundred forty-seven Ursinus graduates. Of these fifty-three are presidents, professors and instructors in universities, colleges, and theological seminaries. . . . Nine of our alumni are principals or teachers in the State Normal Schools, twenty are public school superintendents and two hundred fifty-two are principals or teachers in high school. Our young women graduates enter largely upon teaching. The premier profession, as far as men graduates are concerned, is still that of the ministry. In her half century of existence Ursinus has turned out two hundred ninety-eight graduates and thirty non-graduates into the ministry of various denominational bodies. Seventeen Ursinus men and women have become missionaries, three having gone to India, nine to China, four to Japan, and one to Mexico. Quite a number of our recent graduates are student volunteers completing preparation for the foreign field or awaiting commissions. The professions of medicine, the law and journalism claim most of the rest of our graduates, although in the later years larger numbers have gone into business.

The reason for the preponderance of clergy in the alumni has been explained by the history of the College thus far related. It was to dwindle steadily and indeed had begun to do so well before World War I. Although Ursinus' fame as a center for pre-medical studies was yet to be established, the number of men going into the healing arts or scientific research was steadily increasing. And the number of women, most of whom entered high school teaching or matrimony, had increased from a mere handful at the beginning of the century to two-fifths of the student body.

Finally President Omwake predicted the expansion in the student body which would necessitate an extensive building program. He anticipated an enrollment of four hundred twenty-five by 1926 and over five hundred by 1928. He was not far off. The enrollment in 1926 was three hundred eighty-eight and in 1928 four hundred and sixty. The discrepancy was caused by the fact that Ursinus was not able to acquire houses or build dormitories to house all the qualified candidates who were seeking admission in the mid-twenties.

The year 1925 was notable for two additions, one physical and the other symbolic, which have meant much to Ursinians ever since. The physical addition was the Eger Gateway, erected at the entrance of Freeland path through the generosity of George P. Eger, father of Sherman A. Eger '25. Built of Chestnut Hill stone, as the library had been and the buildings soon to be erected would be, it had tablets inset which told of the history of education on the campus since 1832.

The symbolic addition was the adoption of the grizzly bear as the Ursinus athletic emblem, "because of the name of the College and because of his many traits suggestive for athletes." As has been told, the family name of Zacharias Ursinus was Baer, which according to the practice of scholars in the sixteenth century he Latinized. Perhaps a Brown Swiss bear would have been historically more appropriate, but it would not have lent itself to the euphoniousness of the "Grizzly Gridder." A plaque with the bear and the inscription "Ursini Collegii Artes Athleticae" was

Eger Gate, erected at the entrance of Freeland path in 1925, had tablets inset which told of the history of education on the campus since 1832.

made, and the football team and the other teams speedily became known on campus and in sports reporting as the Bears.

Increased emphasis on men's sports led to the decision to make Highland Hall, purchased a year earlier, into a training headquarters for athletes called the "Ursinus College Athletic Club." President Omwake reported that the better training conditions resulted in "greater endurance and fewer casualties."

President Omwake's Later Years (1924–36)

The notable additions to the faculty that year were first Russell Davis Sturgis, a graduate of the University of Delaware with his Ph.D. from the University of Pennsylvania, who was elected assistant professor of chemistry following the resignation of Professor W. R. Gawthrop, and who after the death of Dr. Matthew Beardwood in 1940 headed the department of chemistry until his retirement in 1968. An active participant in the planning of the Science Building, Dr. Sturgis steadily built up the program and prestige of chemistry at Ursinus and encouraged promising students to pursue graduate study in chemistry. For his success in this work he was honored by his alma mater with the degree of Doctor of Science in 1964. His scholarship, devotion to the College, even temper and interest in his students are known by alumni of the last forty years.

Second was Franklin Irvin Sheeder, Jr. '22. After gaining his B.D. at Central Theological Seminary in 1925, he returned to Ursinus as assistant to the president and instructor in the English Bible. He was also made local office manager for the financial campaign started that year, and in 1932 became Registrar (now Dean of Admissions), an office he held until his resignation in 1946. To him belonged much of the credit for the steady raising of admission standards which produced successively better prepared freshman classes even in the depression years. Mrs. Sheeder (Josephine Xander '21) joined the faculty at the same time as instructor in Latin, then pageantry, and the English Bible. Their home, Lynnewood, served as a girls dormitory and a center for many extra-curricular meetings.

Third was William Wallace Bancroft '19, who took his doctorate at Pennsylvania and returned to Ursinus as instructor in English and also, somewhat incongruously to those who knew him, as graduate manager of athletics. His interest as scholar and teacher was divided almost equally between English and philosophy, and for many years until his death in 1947 he shared the teaching of philosophy with Dr. Tower. Tall, ruddy, dignified, and reserved, indeed quite shy, he longed to be hail fellow well met, but it was not in his nature.

The great event of 1925 was the launching of the financial campaign to attain the objectives outlined by President Omwake in 1922 and the intervening years. He told the Board that Ursinus needed $600,000 to liquidate the indebtedness and bring the endowment to the $500,000 minimum set by accrediting agencies. The same amount plus a little more was needed for development—$90,000 for a men's dormitory, $200,000 for a women's dormitory and dining hall, $300,000 for a science building, and $20,000 for an infirmary. The fund raising company of Ward, Wills, Drechman and Gates of New York was engaged to conduct the campaign, with Bayard Hedrick as the manager and Willard S. Rosenberger '24 as his assist-

ant. The honorary chairman of the campaign was Cyrus H. K. Curtis, president of the Curtis Publishing Company, whom Dr. Omwake had interested in the College, and who had been a member of the Advisory Council since its establishment in 1913. Mr. Curtis was to be the most generous contributor and the greatest benefactor of Ursinus since Robert Patterson.

One of the campaign goals, apart from the securing of large sums from foundations and wealthy donors, was to raise a quarter of a million dollars each from the alumni, the Reformed churches interested in the College, and Montgomery County. To promote interest in the churches Rev. J.M.S. Isenberg '93, a member of the Board since 1906, gave up his church in Dayton, Ohio to become first "Extension Pastor" and then vice-president, a position he held until his tragic death in 1930.

Although the campaign was thus ambitiously planned and conducted, it proved to be too large a venture for the still very small Ursinus constituency even in the flush years of 1925–26. By November of 1926, sixteen months after it started, the pledges amounted to $287,404. It was the million that was missing. The actual receipts by February of 1927 were $178,495, and the College still needed $15,000, which it borrowed from the Board of Ministerial Relief, to settle the outstanding accounts for the building of the library completed four years earlier. Some of the campaign pledges were in the form of building and loan shares which matured in

Curtis and Brodbeck dormitories, opened in 1927, provided much needed housing for men students.

the latter years of the depression and proved very helpful in a tight time. Ursinus did gain from it all, though not in the measure hoped.

If you can't do what you would, do what you can. Although he never uttered these words, they represented President Omwake's philosophy at this time as throughout his administration, and courageously he moved the College forward. In November 1926 the Hon. Andrew R. Brodbeck, a member of the Board since 1905, offered to give $25,000 for the construction of a men's dormitory to be built immediately. Encouraged by this proffer and by a Christmas gift of $75,000 for endowment by Cyrus H. K. Curtis, the Board instructed Frank R. Watson to prepare plans which were put out for bid in February. When the bids (fifteen) were received they were reviewed, the architect was instructed to make revisions, and as a result of this further consideration the Board in March, 1927 resolved to build two identical dormitories and awarded the contract for the two to Heavner-Guthridge Company for $132,850. The decision was influenced by the receipt of a bequest of $50,000 for endowment from the estate of William Welsh Harrison, Hon. '04, which the Board invested in the project.

The contract was awarded on March 19, ground was broken, without ceremony, on March 25, and the cornerstones were laid on May 9, a remarkable example of celerity. Incidentally this ceremony was performed by students, Stanley M. Moyer '27, president of the Men's Student Council, and Frank E. Strine '28, president of the Senior Class. Along with the usual documents of historic interest, a freshman dink was placed in each cornerstone. The *Weekly* commented that a "great surprise awaits those who shall open the boxes centuries hence." Construction proceeded apace, and the dormitories were formally opened on November 22, at which time the one nearer Stine Hall was named Wilson Brodbeck Dormitory in memory of Andrew Brodbeck's son and the second one was named Cyrus H. K. Curtis Dormitory. Like the Library and the Eger Gateway they were built of Chestnut Hill stone, in colonial style, and were planned to house fifty-four men each. Despite the naming they were for several years after completion usually called simply the "new" dorms. The complete cost, including furnishings, was $145,447.

Meanwhile, since funds were not available for a women's dormitory and dining hall, the Board decided to build a dining hall on top of the kitchen because with increasing enrollment the "lower" dining room as it came to be called was totally inadequate. Plans prepared by Frank Watson were approved and the contract was given to Heavner-Guthridge, the cost to be $12,625. Seating 300 persons the "upper" dining room, as it was always called, was completed and put into use in October, a few weeks after college opened. In the same contract one of the main floor rooms in Freeland was made into a lounge and another into a private dining room for the President's use.

Still another project of 1927 was the improvement of the athletic facilities. In the construction of Brodbeck and Curtis the two tennis courts west of Stine Hall were removed, and the six courts the College now has were constructed. Patterson Field was regraded, and a quarter mile track and 220 straightaway were laid. The

major improvement was the enlargement of the gymnasium whereby the Thompson Cage and the Field House were incorporated into one building having a second matching shower and locker area, an enlarged playing floor, offices for the Physical Education staff, a bleacher or second floor stand on the one side of the gymnasium, and a stage for dramatic productions on the end toward Patterson Field. It was estimated that all of this construction would cost $40,677, and an appeal was made to the alumni to contribute to what was now called the Thompson-Gay Gymnasium, coupling with Robert W. Thompson the name of George Henry Gay, whose tragic death in 1913 has been recorded. The estimate in this project was fairly close, for at the Board meeting in June, 1928 the completed cost was reported as $42,235. At that time President Omwake stated that all the projects just described plus one smaller one not mentioned here had cost $233,066. All of them except the dormitories were compromises, but since only $108,000 had actually been given for them up to that time, they were all that could be accomplished.

Moreover, they were a necessity. The average increase in enrollment had been nine per cent a year, the national average, from 1920 to 1924. In 1925 the gain was eleven per cent and in 1926 it was twenty-eight per cent, the entering class numbering one hundred and seventy-three, larger than the entire student body of twenty years earlier. One hundred and six resident students had to live off campus in houses not owned by the College. This included the students living in Glenwood, which had been leased as a dormitory for women since 1922, and Lynnewood and Fircroft, first used for the same purpose in 1926. Fircroft, the erstwhile Vanderslice home and one of the few ancient houses in the borough, eventually became the property of Mrs. Ella Ermold and by the generosity of her daughter, Miss Sara E. Ermold, was given to the College.

Classroom space was at a premium, seating in the chapel had to be increased, and the only solution in the dining rooms for the next year was to crowd eight at a table instead of six. Such expedients solved this kind of over-crowding, at least for a time, but the situation in science instruction demanded bolder measures. Even with the enlarging of the chemistry laboratory by its removal to the basement of Bomberger in 1921, the laboratories were in effect no larger and no better, except for the addition of new and more sophisticated equipment, than they had been in 1893 when Bomberger Hall was completed. The number of students majoring in science increased, though there were a few momentary decreases, year by year, particularly through the stimulus given by the teaching of Russell D. Sturgis in chemistry and, from 1926 on, of J. Harold Brownback '21 in biology. The national trend, too, was clearly toward greater concentration in science.

President Omwake had foreseen the need at least as far back as 1916 in his "Program of Development" for the College. In August of 1917 C. Edward Bell '17 gave $2,000 towards the construction of a science building, which was invested to await further gifts. The financial campaign of 1925 brought subscriptions of $26,759 for the purpose. At that time the President estimated that a building of the sort

needed would cost, equipped, $350,000 (in 1916 he had estimated $90,000). In 1926–7 the energies of the administration were chiefly occupied in the construction projects already described. But the science building was not forgotten, and from the beginning of 1928 on it occupied the forefront of the President's planning and effort.

He was concerned not only with the procuring of new and larger laboratories but with a better educational use of them, in which there could be "more opportunity for native spontaneity on the part of the student, and whereby, especially in the more advanced work, the spirit and method of original research might prevail." To this end he enlisted the assistance of a special advisory committee on research methods in undergraduate study and its bearing on laboratory construction. The committee consisted of Dr. Robert M. Yerkes '97, famous for his studies at Yale in the primates, Dr. Ralph H. Spangler '97, who as a practicing physician had done extensive research in allergies, epilepsy and other medical problems, and Dr. John Raymond Murlin Hon. '28, of the University of Rochester, who had been professor of chemistry at Ursinus from 1901 to 1904. Their ideas were coalesced with the President's thinking in a statement, endorsed by the faculty, called "Original Inquiry and the Research Method", or, as it was familiarly called, the "Ursinus College Plan."

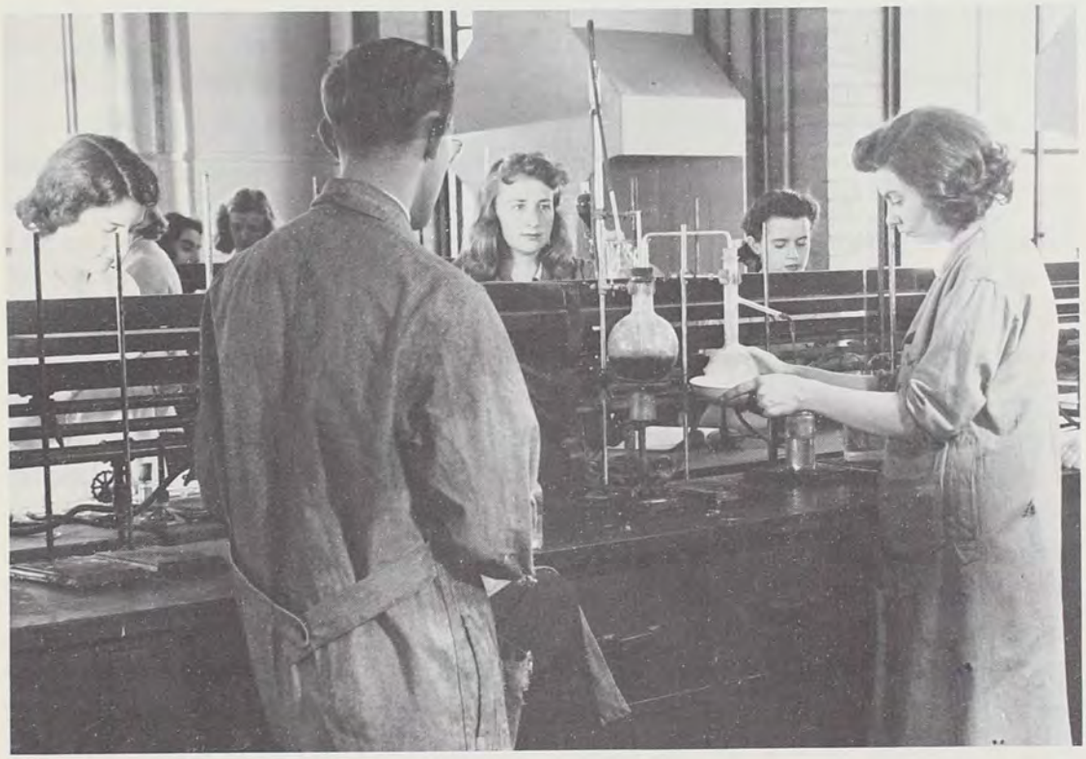
The objectives of the "Plan" were threefold:

1. To have the student get as large a possession as possible of organized knowledge;
2. To arouse the spirit of inquiry;
3. To disseminate the spirit of thoughtful inquiry throughout the entire institution.

The teacher's role in the implementation of these objectives was to counsel, to teach, and to investigate, i.e., to pursue his own research, both for its and his own sake and as a model and inspiration for his students. The hope was that the learning process would thus become for the student his own responsibility so that he would become "a more active agent, entering upon the pursuit of learning on his own account." If this hope was realized students would work at their own pace, and a flexibility in the use of time and facilities would result. The assumption was implicit that in the upperclass years the student would attain to greater command of his subject and ability to proceed independently on it.

That the "Plan" was largely a generalization made to create the climate to prevail in the new science building is shown by the fact that although there was no introduction into the curriculum from 1928 to 1932 of seminars or independent study patterns, the one specific proposal made in it was that the "unit of equipment" for each professor should consist of a "small but comfortable and attractive conference room or sanctum in which the professor performs his service as counselor", a classroom "fitted up in the usual manner", and a laboratory or work-room "in which he serves as investigator and in which, under his direction, students are trained in the methods of research." It was suggested that such an arrangement of

Pfahler Hall, opened in 1932 as the Science Building, provided thirteen teaching laboratories, two research laboratories, nine professors' laboratories, six classrooms, a lecture hall seating almost four hundred, a library, and numerous other special facilities.



Laboratories in Pfahler Hall made possible further improvement in the instruction in the biological and physical sciences for which the College had been winning laurels over the past ten years and increased the number of high school students who wished to attend Ursinus to major in science.

facilities, perhaps with several departments sharing a common laboratory, could also be useful in the social sciences.

In fact, as one who was then an undergraduate can testify, the "Ursinus College Plan" of 1928 did not materially affect the general educational expectations the faculty had for their students or noticeably increase the amount of self-propelled or, to be more pedagogically couth, independent study. And when Pfahler Hall was built, the triune pattern of study, classroom, and laboratory was only imperfectly embodied. Yet of the rightness of President Omwake's thinking there can be no doubt, and it is a rueful testimony to the fact that colleges, like the mills of the gods, can grind "exceeding slow" to find that President Helfferich was advocating in the second "Ursinus Plan" of the mid-sixties those ideals of independent study and self-propelled research that President Omwake envisioned in the prospectives of almost forty years earlier.

During 1928–29 preparatory study for the new building was carried on. President Omwake and Vice-president Isenberg inspected science buildings in New England and the Middle Atlantic states. Mr. Watson, the college architect, and the President saw new buildings at Cornell and Wesleyan. The special advisory committee was consulted and also the Committee on Laboratory Architecture of the National Research Council. This careful groundwork was needed, for not only was the projected building the largest and most ambitious construction ever contemplated at Ursinus but also the most costly. At each stage its estimated cost rose; by 1929 it was $450,000, not far short of the total endowment ($474,000). Thanks to lowering prices caused by the depression, the general contract bid, that of F. L. Hoover and Sons, accepted by the Board on January 15, 1931 was $391,268.

The real go ahead signal was given by Cyrus H. K. Curtis's "Christmas gift" of 2000 shares of Curtis Publishing Company stock in 1929, worth at that time over $200,000. He promised an additional $100,000 in 1931 just before the contract was awarded.

The site for the new building, chosen by President Omwake in 1916, was on the western edge of the campus. To clear it, Olevian Hall and its barn-carriage house had to be razed. The barn burned on October 27. Investigation by the administration and the M.S.G.A. suggested that a lit cigarette butt was the cause, but no one found out who was smoking in the barn at 4:45 A.M. The contractors burned Olevian itself on February 20, 1931, having found that the old Victorian farmhouse was so sturdily constructed as to make demolition a slow, costly process. Also destroyed in the clearing of the site were three great sugar maples which had for years graced the west campus.

Ground was broken on Founders Day, February 19. President Omwake, turning the first shovelful of earth, used the same shovel that had been used forty years earlier to break ground for Bomberger and in his "Tower Window" column pointed out the parallels between the situations of the College then and now and the significance of these two major buildings for its growth. The cornerstone was laid on Commencement Day, June 8, again paralleling the construction pattern of

Bomberger forty years earlier. The building was substantially completed and opened for inspection on Alumni Day, June 4, 1932, and occupied in the following September.

To appreciate what enlargement of facilities and opportunity for study and research the Science Building provided, one must recall that faculty and students were moving from three laboratories, two of them only 30 by 40 feet in size and almost antediluvian in design, to a four story building (96 by 186 feet) containing thirteen teaching laboratories, two research laboratories, nine professors' laboratories, six classrooms, a lecture hall seating almost four hundred, a library, temperature rooms, a balance room, a dark room, storage rooms which alone equalled the old laboratories in size, and all the necessary ancillary areas. All this made possible a great further improvement in instruction in the biological and physical sciences for which the College had been winning laurels over the past ten years and accelerated the tendency of good high school students who wished to major in science to come to Ursinus. Furthermore, the space freed in Bomberger was converted into classrooms and faculty offices, improving conditions there as well.

At the same time there was a darker side to the picture. Although Cyrus H. K. Curtis, the College's chief benefactor in this period, had given over $300,000 in preferred stock for the construction of the building, the total cost was about $540,000. In the collapse of stock market prices which began on "Black Tuesday" (October 29, 1929) and was continued by the bank crashes of 1932, securities which the College held for the purpose of financing the construction fell in value. Rather than sell them at a loss, the administration decided to borrow to meet contractors' bills as they fell due. But this was a temporary expedient which only increased the total indebtedness accumulated through the years.

Therefore the Board in August, 1932 at the suggestion of Edward S. Fretz, the College treasurer, authorized the issuing and sale of $475,000 ten-year 6% gold notes, to mature in 1942. But the market was so depressed that the notes sold slowly. As of August 31, 1933 only $83,400 worth were sold, and by June 30, 1934 the total was $119,600. In fact, the whole issue was never sold because it was found that the bills to external creditors could be met without sale of the complete issue. This did not mean that the Science Building was paid for, in the long term financing of construction. It merely joined the long list of recent projects for which monies sufficient to pay the entire cost had not been secured. In the Treasurer's report for 1935–6 the attention of alumni and other potential donors was called to the need for giving to "The Alumni Memorial Library, Brodbeck Dormitory, Curtis Dormitory, the Dining Hall, the rear campus, the athletic grounds, Thompson-Gay Gymnasium, Science Building, and Fetterolf Hall." For all these projects completed and in use there were open accounts in the Treasurer's books.

The unfortunate coincidence of the building of the Science Building in a depression era, though planned before the depression and begun before its extent and duration were realized, was not the only circumstance that drained the College's financial strength. The income from endowment dropped, both from the securities

the College held in its own portfolio and especially from two large endowments, the Patterson and Housekeeper Funds (totaling $200,000), which were managed by trust companies. The income from tuition and fees dropped because of decline in enrollment, although this drop was not as great as that experienced by some other colleges, nor was it constant. The enrollment figures from 1929 on are these: 1929, 482; 1930, 468; 1931, 458; 1932, 457; 1933, 444; 1934, 466; 1935, 459; 1936, 505. In 1933 the entering class was 136 where the year before it had been 162. The hope had been for a class of 200. By extraordinary efforts Franklin I. Sheeder secured an entering class of 173 in 1934, the largest to date. It was reported that over 200 applications were received and "Nearly a score were rejected", which prompts the reflection that either the candidates that year were of unusually high calibre or that the College took almost anyone who chose to apply and could pay the fees.

Comparatively small as these changes in enrollment may seem, their effect from year to year was great because with increasing debts and debt service charges and with decreasing income from an inadequate endowment, the income from students was three-quarters of the College's annual budget. Even this had to be in a sense discounted, for many of the students could not or did not pay their whole bills. Many gave notes, and collection on these unpaid bills and notes was slow. The effect of this situation was that in June of 1936, when President Omwake's administration ended, the amount owed by students for the current year plus that owed in unpaid notes or accounts for preceding years amounted to $56,768.

Even this does not tell the whole tale. The depression lowered the incomes and resources of those who had been or might be benefactors. Most fund solicitations had been the personal effort of President Omwake, who, despite heroic effort, could not do everything and was hampered by growing fatigue and illness in the last years of his administration. He simply could not get money from frightened or, as they felt, impoverished donors. The result was that after 1931 gifts to Ursinus dwindled to a mere trickle, not enough to counterbalance losses in current income from lessened dividends. The total of gifts in 1931–2 was $17,126; 1932–3, $72,531 (an artificially high figure in one sense, for over $48,000 of it was realized from the maturing of building and loan shares taken for the benefit of the College by alumni in the 1926 financial campaign); 1933–4, $22,880; 1934–5, $8,059; and 1935–6, $16,091.

No campaign for funds was conducted during these years. Had one been attempted it would probably have been fruitless, for the New Deal did little to get the wheels of commerce turning as they had turned before 1929. In the College itself everyone did what he could. The faculty voted in November, 1932 to donate ten per cent of their salaries for the remainder of the academic year to help pay current expenses. Thanks to this action current operations ended in the black by about $750. This palliative was continued, and from 1933 to 1936 the faculty gave from five to fifteen percent annually to help meet the annual deficits (the salary scale ran from

$1,200 to $3,600). Even so monies had to be taken from the gifts to wipe out annual deficits. In 1933–4 $16,000 out of the gift total of $22,880 had to be devoted to this purpose. Constant recourse was had to short-term borrowing from as many as ten different banks, but the credit of Ursinus was constantly eroded until, as President McClure said in later years, in 1936 the College couldn't buy a loaf of bread on credit.

Surprisingly enough this growing financial crisis, although it prevented expansion of facilities (the building of a women's dormitory group, projected several years earlier, had to be postponed for a quarter of a century) or large enrichments of the educational program, did not affect the daily round in classroom and on campus or the spirit of the College community as much as, in retrospect, it would seem likely to have done. Morale was good, there was a feeling all through these twelve years that progress was being made, and a spirit of loyalty to Ursinus and its future was pervasive.

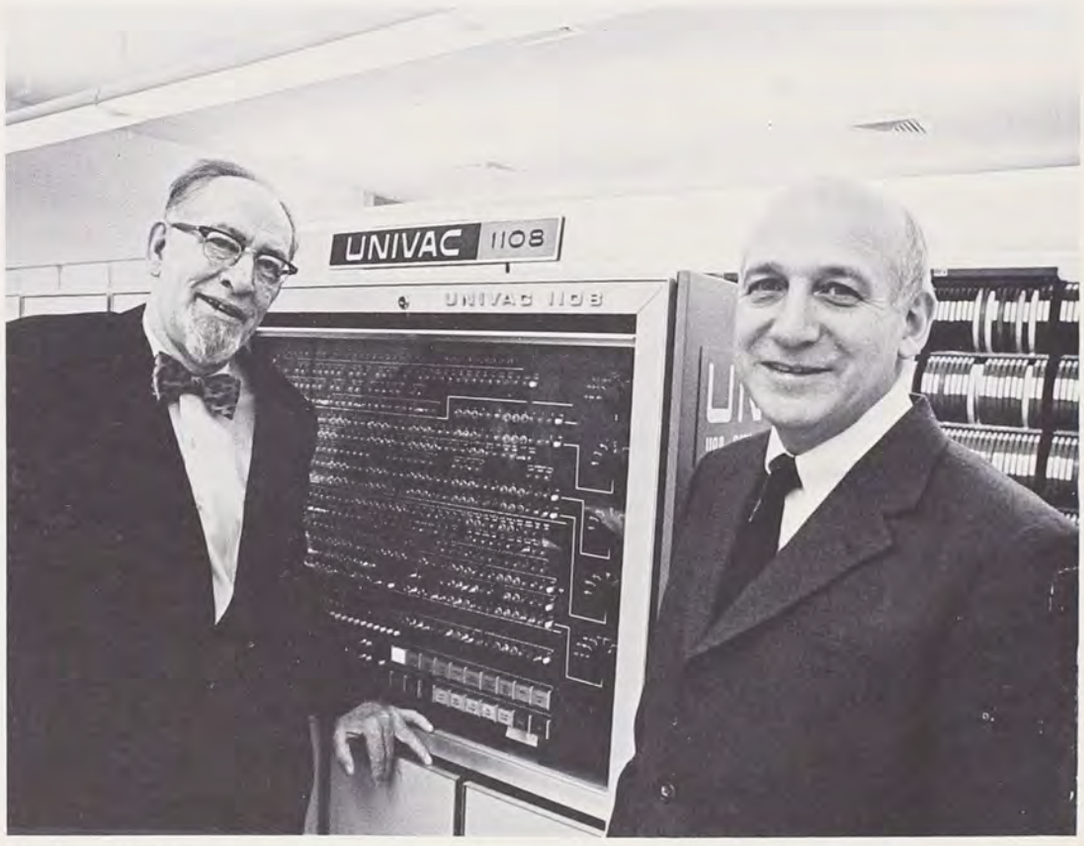
The story of academic development barely started earlier in this chapter now claims our attention. In 1926 Dr. Ezra Allen, professor of biology since 1919, was granted leave of absence to do research for the Carnegie Institute. In his stead was named J. Harold Brownback '21, who had been pursuing graduate study at the University of Pennsylvania. Although he took no graduate degrees there, Dr. Brownback (he received an honorary Sc.D. from Ursinus in 1937) at once proved to be a thorough, demanding, and dynamic teacher. The temporary appointment became a permanent one, he rose to full professor in six years, and until his untimely death in 1952 Dr. Brownback instructed and inspired generations of premedical students, future researchers in biology, and all who entered his classes, whether they were science oriented or not. Knowledgeable in antiques, proud of being "Pensilfawnish Deitsch", nervous, vivid, he made a strong and lasting impression on all who knew him.

Political science, which had always been a sort of appanage of history, became a full fledged department in 1926, and after a year in which the professorship was held by John Thomas Salter, Dr. J. Lynn Barnard returned to Ursinus, where he had begun his teaching career in 1897–1904. In the interim he had been a professor of social studies in the Philadelphia School of Pedagogy and later Director of Social Studies in the State Department of Public Instruction. Dr. Barnard at once showed that the enthusiasm and confidence in the abilities of his students which had proved so infectious in his earlier tour of duty were not lost. The number of students preparing to enter law, government service, or the teaching of political science increased, and until his death in 1941 Dr. Barnard proved the truth that motivation by encouragement is as effective as motivation by fear. Every male was "Mr. Man" to him, and all were potential scholars in his sight.

The second important appointment of that year was George Russell Tyson as professor of education. A graduate of the University of Pennsylvania, from which

he got his Ph.D. in 1936, he had been a specialist in testing in the U.S. Army and professor of education at Cornell College before coming to Ursinus. He at once began to strengthen the teacher training program which had been languishing after the resignation of Paul A. Mertz in 1924 and firmly controlled this large part of the College's program, including during that time the teaching of advanced psychology, until his retirement in 1961. Short, precise, positive, somewhat combative, he missed no opportunity to advance the scholarly and professional status of teacher preparation.

Still another sign of the enlargement of the student body and the concommitant expansion of the curriculum in 1927 was the creation of a chair of physics, which through the years had been handled as a younger brother of chemistry or mathematics and taught only on an elementary level. To this professorship the College called Foster Ellis Klingaman, who had recently gained his Ph.D. at Johns Hopkins. Professor Klingaman at once expanded the offerings from a year-long course to five courses, among them optics, radio-activity, and atomic structure. After five years he resigned, to be succeeded in 1932 by John W. Mauchly, professor



Dr. John W. Mauchly, professor of physics from 1933 to 1941, began the electronic computer revolution in Pfahler Hall by building counting devices to assist in his weather research. He was co-inventor of the ENIAC, which was hailed as the first all electronic digital computer. (Pictured 1972.)

of physics here until 1941, who was to be one of the pioneer inventors of computerization.

In 1928 the English Department was enlarged by the addition of Norman E. McClure '15 as associate professor, a rank instituted for the first time the year before. After two years at Pennsylvania State University, where he gained the M.A., Dr. McClure joined the faculty of Pennsylvania Military College, where he was professor of English literature eleven years as well as registrar for ten before returning to Ursinus. As he was to become president in 1936 and lead the College for twenty-two years, his achievements will be recorded in detail later.

The second appointment of that year was Harvey Lewis Carter. A graduate of Wabash and Wisconsin, from which he received his Ph.D. in 1938, Dr. Carter was instructor in history and public speaking. He moved up through the ranks and was a full professor before he resigned in 1945, when the state of his health compelled him to move to a drier climate. Tall, loose-limbed, sleepy-eyed, he had a Hoosier drawl that counterpointed his keen wit.

In the following year the one appointment of importance was that of Maurice Oberlin Bone as associate professor of economics and business administration. After his graduation from Northwestern University Mr. Bone was engaged in business, and he brought a knowledge of business practice and accounting which complemented Dr. Boswell's primary interest in economic theory. A doer rather than a talker, he served in all sorts of thankless capacities, auditing endless accounts of student organizations as well as teaching his full stint in the College and after 1952 in the Evening School until his death ten years later. Friendly, unobtrusive, efficient, he was a man of sense.

Most of the faculty members who have been briefly described, and only those who were at Ursinus for a lengthy service have been named, represented by their coming an expansion either of an existing department, i.e., an addition to its manpower, or of actual curricular coverage. The one man department was soon to become the rarity rather than the rule. But these additions were made within the framework of the group system. Since the introduction of Economics and Business Administration in 1921, there had been no new groups. Changes occurred suggesting that the group system was nearing the end of its usefulness. After English was divorced from history in 1927 four of the seven groups then in existence were in effect majors in a single subject. Now another single subject group was to be created.

In 1930 physical education, which hitherto had been physical training, i.e., two years of courses, the first required for all students in gymnastics and outdoor exercise, its primary intention being to promote good health and facility in games for non-athletes, was made a full fledged academic department. Courses in such subjects as applied anatomy and physiology, diagnosis and anthropometry, and the history, principles and methods of physical education were introduced, along with a full complement of applied courses. In the next year the Physical Education Group was created and Professor Brownback was named advisor.

Some members of the faculty and the college constituency were less than enthusiastic about this innovation, for two reasons. They believed that physical education was not really a liberal arts subject, on a par with history or chemistry or philosophy, that it was appropriate to a state teacher's college rather than to one like Ursinus which now had accreditation from the Association of American Universities and was approved by the American Association of University Women. Something of this feeling probably dictated the choice of faculty members from science or education as advisors of the group for many years.

The other reason was that some feared such a course of study might become the natural haven of football players and thus be a dubious, though legal, means of insuring that varsity players could stay eligible. It is true that for the first seven years of its existence the Physical Education Group had more men than women, but from 1939 on women majors have outnumbered men usually two or three to one. The fear proved to be unfounded, and the purity of our intercollegiate teams was never questioned.

Creation of the new group necessitated an enlarged staff. This was a problem for several years as instructors, full and part-time, came and went. The group was by its very nature involved with the College's sports program and its coaching staff. For women the problem was solved by the appointment in 1931 of Eleanor Frost Snell as instructor in physical education and coach of women's athletics. Few could have guessed that this tall, quiet, self-possessed young woman would become the "winningest" coach in Ursinus history and a legend in her own time. A Nebraskan who was graduated from the University of Nebraska and from Columbia University, she taught briefly at several high schools and teachers colleges before coming to Ursinus. The shape of things to come was to be seen in the hockey season of 1931

Eleanor Frost Snell, appointed in 1931 as instructor in physical education and coach of women's athletics, became the "winningest" coach in Ursinus history and a legend in her own time. Her nationally ranked field hockey teams, known as "Snell's Belles," made Ursinus synonymous with women's athletics.

when the first team of "Snell's Belles", as in later years they were called, won seven and tied one in a nine game schedule.

The only other change in the group system was the discontinuance of the Classics Group in 1934. The lineal descendant of the original curriculum of the College and of the European liberal arts tradition of education, it had long lost place to other majors. Its demise was the result of several factors: one, that pre-ministerial students no longer felt that it was the only proper preparation for seminary; two, that students no longer had to offer four years of Latin as credentials for admission; three, that interest in classical languages was dwindling rapidly all over the country. At Ursinus interest in Greek died rapidly because of a scholarly but cold and withdrawn professor. In 1931 there were twenty-four in the group; in 1934 there were five.

An innovation of 1934 was the Introduction to Science Course (Biology AB). The rationale of this team-taught course, using instructors in biology, chemistry, physics, and astronomy, was that non-science majors needed an orientation in all the major branches of science, a broad over-view that would be liberalizing in itself and would help the individual student to choose more wisely the particular science he would wish to study in a laboratory course in his sophomore or junior year. It never lived up to the expectations upon which it was designed and was dropped, unlamented by all, in 1940.

The final academic innovation of this period was the institution of comprehensive examinations. The move to comprehensives originated in the English Department, where Professor McClure suggested that permission to give them as a part of the group requirements be requested from the faculty. When this request was presented to the Academic Council and the faculty, it was made for English alone with no thought of forcing it on departments who did not wish to follow suit. As at Harvard, whose experience was cited in the discussions, the hope was that departmental autonomy should govern. The Academic Council approved this procedure in November of 1933, but by the time faculty approval was secured President Omwake came to the conclusion that it would be wiser to make comprehensives mandatory for all groups, and thus the action was taken, to begin with the class of 1938. The actual operation of comprehensives belongs to the next chapter.

In the years from 1930 to 1936 a number of persons joined the faculty who were to become long term members of the College community. Frank Leroy Manning succeeded Ralph Veatch as assistant professor of mathematics. A graduate of Cornell and Rutgers, Dr. Manning gained his Ph.D. at Cornell in 1935 and taught here until his retirement in 1965.

In 1932 Donald Gay Baker, Haverford College A.B. 1926 and Harvard University Ph.D. 1932, was elected assistant professor of Greek and Latin. An All-American soccer player, Dr. Baker assisted in coaching the soccer team, in a sport which had been introduced only a year earlier, and has coached it from 1932 to the present. By rank he is the senior member of the faculty.

Paul Raymond Wagner '32 became after graduation an assistant to Dr. Brownback in the Department of Biology. Named an instructor in 1934, he completed his doctorate at the University of Pennsylvania in 1941 and moved up through the ranks, succeeding Dr. Brownback as chairman upon the latter's death in 1952.

After a series of less than successful instructors in chemistry, William Schuyler Pettit was appointed to that department in 1933. A graduate in engineering and chemistry of the University of Pennsylvania, where he took his M.S., he at once became a successful and demanding teacher. In later years his administrative abilities were put to use in his appointment as assistant registrar and then as registrar from 1948 to 1954 and even more notably as dean of the College from 1954 to 1969. In 1969 he was named vice-president for academic affairs; in 1970, he succeeded Dr. Helfferich as president of the College.

During Professor Frank Manning's leave of absence in 1934–5 to complete his doctorate, Foster Leroy Dennis '31 was appointed instructor in mathematics. Having taken his A.M. at Cornell in 1932, he later completed his doctorate at the University of Illinois and continues as a member of the department to the present, being the chairman since Dr. Manning's retirement.

Increased teaching loads in the Modern Language Department brought the appointment of George Wellington Hartzell as instructor in German and French. After graduation from Lehigh he was an instructor in his alma mater for three years and completed his Ph.D. at the University of Pennsylvania before joining the Ursinus faculty in 1934. After the death of Dr. Calvin D. Yost in 1942 he became head of the German Department.

In August of 1934 Dr. Homer Smith died after a long and fruitful career (he came to Ursinus in 1903). Dr. McClure became head of the department in his stead. The department was completed by the appointment of Calvin D. Yost, Jr., as instructor in English.

Not a member of the faculty, but a most faithful member of the staff was Helen M. Moll, R.N., who was elected resident nurse upon the resignation of Gladys H. Mayberry. Except for the years of World War II, when she served in the Army Nursing Corps and attained the rank of major, Miss Moll has attended to the medical needs of the College community to this day.

During President Omwake's leave to recover his health in 1935, four appointments were made of persons who have served the College long and well. William Franklin Philip succeeded Jeanette Douglas Hartenstine as instructor in voice and director of choral singing. Educated at the Troy Conservatory and in Germany Dr. Philip had extensive experience as a choral and orchestral conductor before coming to Ursinus, where two years later he began the annual presentation of Handel's *Messiah* which has become so beloved a part of the Christmas season.

Eugene Herbert Miller '33, a second generation Ursinian and valedictorian of his class, returned after completing his M.A. at Clark University to teach history during Professor Carter's absence. After attaining his Ph.D. at Clark in 1940 he

became assistant professor of political science in 1941 and moved through the ranks rapidly, serving for two years each also as registrar and as acting dean of men. His career as a Fulbright lecturer in Japan and India and as a teacher at the Army War College in Carlisle, in which his wife, Jessie Ashworth Miller, lecturer in sociology at Ursinus from 1947 to 1966, joined him, is well known.

As was mentioned in the account of the establishment of the Physical Education Group, most of the people appointed in that department in the early thirties did not stay. Miss Snell was the first permanent appointee, as it turned out, and the second was Everett Martin Bailey, a graduate of Springfield College and Columbia University, from which he came to Ursinus in 1935 as instructor in physical education. Elected professor in 1948, he has been Director of Athletics since 1944.

The last appointee of 1935, Alfred Miles Wilcox, unfortunately died in the middle of his career, while completing a quarter century of teaching here, in 1960. A graduate of Wesleyan and Brown, Dr. Wilcox got his Ph.D. at Pennsylvania in 1959. Devoted to the literature and culture of France, he was also fond of music and puns, of which he perpetrated many.

In student affairs, apart from the changes in styles, fads and language which Ursinus students in these years shared with their congeners on other campuses, two of the greatest changes in this period were the dissolution of Zwing and Schaff after almost sixty years of existence, during most of which time they were the centers of extra-curricular activity, and the rise of the local fraternities and sororities.

The comparatively quick demise of the literary societies was the result of internal and external factors. Through the years the energy which members put into the weekly programs waned. Complaints about carelessness and cheapness appeared as early as May, 1922. A few months later another editorial in the *Weekly* suggested that they were getting too large and unwieldy to effect their purpose as a means of self-improvement and entertainment for the whole student body. There had been an unwritten rule for years that every student must belong to one or the other. A high percentage did, but with the rapid increase of enrollment in the mid-twenties (for example, the freshman class in 1926 numbered 173) involvement by everyone and even attendance at the meetings became impossible. The rapid formation of clubs devoted to special interests, the rise of the fraternities, the great popularity of dancing after it was permitted on campus—all tended to destroy what had for decades been a homogeneous unity.

Beginning in September, 1927, the societies met on alternate Friday evenings in Bomberger chapel, Zwing as the older having the first meeting. When Thompson-Gay Gymnasium opened, a few meetings were held there, but the end was in sight. Although both societies presented anniversary plays, Schaff staging "East is West" on December 9 and Zwing "The Sign on the Door" on March 23, 1928, the holding of one meeting by Zwing and the election of a slate of officers by Schaff were the last gasps of activity. In the next year under the auspices of Professor and Mrs. Sheeder a temporary "Board of Extra-Curricular Activities" was organized. It proposed that all extra-curricular activities be assembled into three groups—

musical, literary, and dramatic. In effect three clubs, each specialized, were to be organized. Representatives of Schaff and Zwing were asked to "appeal to these societies, now defunct, to officially disband" and to support the new organizations by turning over their finances to the Board of Control, to be formed. In the sequel all did not work out as planned, but Zwing and Schaff were dead. Ave atque vale.

Fraternities and sororities, and some clubs having their characteristics without the name, had formed from time to time in the past. One of President Omwake's early acts in 1912 was to have them barred from the college. But the tendency of students to band into exclusive groups reappears in each generation. Around 1921 there flourished briefly the "Big Nine". When the present local fraternities began to form in the mid-twenties, they did so quietly and with little public activity. Accounts of their existence and activities do not appear in the *Weekly* or the *Ruby* up to 1929–30. The oldest of them was Demas (Derr Ever Mighty and Strong), now known as Delta Mu Sigma, which began in 1924. In 1925 came Alpha Phi Epsilon, in 1926 Beta Sigma Lambda, and in 1928 Sigma Rho Lambda. Sororities appeared a little later. The oldest in modern existence was Alpha Chi Lambda, founded in 1926. Then, in a fever of activity, five were established in 1929—Alpha Sigma Nu, Alpha Phi Lambda, Sigma Omega Gamma, Tau Sigma Gamma, and Chi Alpha Tau. Several of these were to die or change their name in future years, but in 1931 Phi Alpha Psi, which had been founded in 1907 and later disbanded, was reactivated, historically the oldest of all these organizations.

By the time the faculty was fully aware that fraternities and sororities were again in active existence, their number and strength were too great for a repetition of the summary ban of 1912. Besides, the size of the student body and the social climate had changed in seventeen years. So, feeling it was wiser to "guide by wise direction than to control by force", the Academic Council recommended and the Faculty agreed that the College adhere to its "time-honored position in not permitting the intrusion of outside social organizations", but that the rules be amended to permit students to organize "other societies among themselves for mutual improvement" provided that the constitution, laws, and "workings" of the proposed societies are approved by the Faculty and are "at all times open to its inspection." There were some grumblings then, as there have been through the years since, that national affiliation and fraternity houses were banned. But the system has worked fairly well, though at times to the detriment of other activities through fraternal block voting.

Coordination and regulation of activities was provided for by the organization of the Inter-Fraternity Council in January, 1930. Its first action was to organize and run an inter-fraternity basketball league. The Inter-Sorority Council was organized that same month, and the two bodies have functioned to the present time.

The organization of the inter-fraternity basketball league coincided with efforts on the part of the new Physical Education Group to stimulate intra-mural athletics generally. A league of dorm and day student teams was organized to play schedules in touch football, basketball, and softball. Gridirons were laid out in the

lower reaches of Price Field and a softball diamond at the west end of the tennis courts. Intra-mural sports for men lasted far longer than those for women and continued indeed for the better part of twenty years. However, they never evoked the enthusiasm that encouraged the efforts of varsity teams attempting to bring victory to the Red, Old Gold, and Black in intercollegiate matches. In the twenties this enthusiasm was so high that students would gather on the old grandstand to cheer the football team during its practice sessions.

In the years immediately after World War I the team was coached by Ralph Mitterling '15 from 1919 to 1921, Allison Cornog for the next two years, and Harold Zimmerman in 1924 and 1925. Ronald C. Kichline '16 came in 1926, and during his five years as head coach (he was assisted by Ray Schell '28 from 1928 to 1930), although the seasons were not spectacular, Ursinus defeated her arch-rival, Franklin and Marshall, four years out of five. In the 1927 game, after most of the squad had been sent to the showers, in the closing moments an Ursinus man was injured and had to leave the field without a replacement available. The remaining ten men scored a touchdown, making the final score 32–7.

In 1930 a new era in athletics began with the appointment of Russell C. Johnson '16 as graduate manager of athletics and coach of baseball. "Jing", as he was known by all from his college days as a star pitcher and his career in professional baseball, bent every effort to make Ursinus the "winningest college in the East." With Donald D. McAvoy as head coach and Ralph "Horse" Chase as his assistant, the football varsity won six out of nine in 1930 and 1931. The next few years weren't as successful, but the 1934 team covered itself with glory by defeating the University of Pennsylvania 7–6, matching the feat of the famous 1910 team. Appropriately, that year, 1933–4, the *Grizzly Gridder* began publication with Irving E. Sutin '34 as the first editor.

Baseball had its ups and downs. Before 1930 whoever was coach of football coached at least one other varsity sport, and that not always one of which he was a master. Winning seasons came in succession from 1922 to 1924. From 1928 to 1930 Ursinus had more victories than defeats, and under "Jing" Johnson the Bears became a strong contender in the Eastern Pennsylvania League, though none of the seasons compared with those of 1914 to 1916, when he was pitching.

Increased interest in sports showed itself in the introduction of cross-country, wrestling, and soccer in the years 1929 to 1931. Soccer, which had been characterized as "too English" for Ursinus in 1913, was sponsored by Oscar Gerney, one of the new instructors in physical education in 1931. It got its real start with the coming to the College as professor of Greek of Donald G. Baker, a former all-American at Haverford. "Doc" has been coach since that time, and soccer has been important in the fall sports program ever since.

Basketball and tennis, like baseball, had crests and troughs: 1925, 1926, and 1928 were winning seasons on the court. From 1931 on Ursinus was a member of the Eastern Pennsylvania Collegiate Basketball League but won no laurels in it during the next several years. The tennis team of 1926 under captain Samuel Reimert '27

suffered only one loss, and the record of the next several years was almost as good. Then there was a slump out of which Ursinus gradually emerged to win five out of seven in 1935 when Jesse G. Heiges '35 was captain.

Track and field had a rather hard time of it until 1927. Before the Alumni Memorial Library was built, men practiced the hundred yard dash on the cinder path from Bomberger to Sprankle, and as late as 1925 milers worked out on local roads such as the Gravel Pike to Rahns. When Patterson Field was rebuilt in 1927 a quarter-mile track and 220 straightaway were built and track took an upswing. Results were not spectacular until in 1931 the cross country team was undefeated. Dr. Nathan Rubin, a former McGill runner, was coach.

Wrestling began in 1930 under the influence of Charles Carleton, a University of Minnesota star who taught for a few years in the modern language departments. He was succeeded by Kuhrt Wienecke in 1933, but triumphs on the mats were the exception rather than the rule for some years to come.

Women's athletics took a decided turn for the better from 1926 on under the coaching of Helen Errett, but the great change in their scope and success came, as noted earlier, with the advent of Eleanor F. Snell in 1931. Winning seasons became the rule, the sports program for women expanded (tennis had become a major sport in 1930 under Carrie Cureton), and all went merry as a wedding bell.

In extra-curricular activities, because of the expansion of the student body and the demise of the literary societies, many clubs concerned with special interests were formed. As has been indicated in the preceding chapter debating was in its heyday and the local chapter of Tau Kappa Alpha, the national honorary debating society, was formed in 1924. To name only a few, the Literary Club was formed in 1928, the Music Club and the International Relations Club in the same year, the Physics Club in 1929, and the Philosophy Club in 1930. The Biology Club of 1929 was supplemented in 1932 by the James M. Anders Pre-Medical Society for juniors and seniors intending to become doctors.

Under the aegis of Dr. and Mrs. Reginald Sibbald, who came to Ursinus in 1931, the Dramatics Club, formed after the literary societies died and renamed the Curtain Club in 1930, took on new life. The Sibbalds began coaching in 1933 and the quality of plays presented and of their performance increased year by year, beginning with "Double Door" in October of 1933 and "Death Takes a Holiday" in April of 1934.

Literary activities continued to center in the English Club, started by Dr. Homer Smith many years ago and later sponsored by Dr. Norman E. McClure and Dr. Calvin D. Yost, Jr. The chief innovation of this era was the establishment of a literary publication, *The Lantern,* the first issue of which appeared in May, 1933 under the editorship of Eugene H. Miller '33. Published three times a year *The Lantern* took its name from the lantern, or cupola, atop the new Science Building. Defying the notorious tendency of such student magazines to falter and disappear it has continued to the present.

The "Y" organizations, which through the years had carried on similar but

separate programs, combined in 1934–5, though retaining separate officers and cabinets, and strengthened their common activities. They carried on the big and little brother and sister plan for freshman orientation, gave out freshman handbooks, united with Student Council in giving a reception and a Halloween party in the gymnasium. They held panel discussions, conducted the annual candlelight communion service at Christmas (first held in 1929), presented the program for Religious Emphasis Week, held vesper services, and a variety of other activities to serve the college community.

Student government continued in its unbroken but uneven course, periodically revising constitutions and administering justice in the light of current campus atmosphere. Typically in 1934–5 it regulated freshman customs, put on two parties and two dances, sponsored a band, installed a lighting system for dances, managed two bonfires, and investigated cases of misconduct. The dances, Old Timers' Day and the Lorelei, were a joint project of both councils. Supervising Rec Hall, forming a booster committee to stimulate campus enthusiasm particularly for the varsity teams—these were typical concerns of the times.

Dances were as always popular and up to World War II were always held on campus. Much energy was devoted to planning and decoration. At the Junior Prom in 1936, for example, the "gymnasium was decorated in white and two shades of blue. Dark streamers, from which stars were hung, ran from the sides of the building to the center, where they were attached to a chandelier of the same material. The walls were hung with light blue and white slash crepe paper, and silhouettes were hung along the walls at intervals." To encourage those who were not steady daters and who needed to be drawn out, the Y's had a nightly informal dance session in the basement of the Library. Whether it affected the intended public is doubtful.

Campus traditions which were to lose their hold in the abnormal conditions of World War II still prevailed, such as the requirement that all freshmen must walk around the long side of the circle in front of Bomberger and the one that permitted only upper classmen to sit on Freeland steps. Traditions of a less recognized authority existed too, particularly around hallowed spots farther from the center of things like the college woods and the Glenwood Memorial.

It was a happy time, yet one that was darkened toward its close by the increasing infirmity of President Omwake. He had given himself unstintingly to the College for almost three decades and had paid for this devotion in intermittent periods of illness. The depression made the burden of the presidency even more onerous. In 1934 he found it necessary to seek assistance, and the Board appointed his son, Stanley Omwake '31, who had just taken an M.B.A. at the Wharton School of the University of Pennsylvania, as assistant to the president. But good health did not return, and in June 1935 the President was granted a year's leave of absence. To carry on the internal administration of the College an Administration Committee was appointed, with Dean Kline, who had been in charge during Dr. Omwake's summer European tour in 1933, as chairman. The other members were Professors Brownback, Clawson, Sheeder, and Yost.

Unfortunately, release from his manifold responsibilities came too late to restore the President to his former vigor. Although his health did improve a little, he presented his resignation, to take effect on June 30, 1936, on November 26, 1935 because as he stated in his letter of resignation, "to pursue the active life to which I was accustomed in the past and which our institution will obviously require appears to be out of the question." That his decision was correct was sadly borne out by his death on February 3, 1937, seven months after his administration of twenty-four years ended.

One might have written in 1936 of President Omwake what was inscribed for Sir Christopher Wren in St. Paul's Cathedral, "Si monumentem requiris, circumspice." As his successor wrote in his first annual report, under Dr. Omwake's "wise direction" the College had grown greatly in size and influence and had attained an "unquestioned place among the best liberal arts colleges in this country." The details of that growth have been set forth in this and the preceding chapter. Perhaps one of the greatest testimonies to his wisdom as president is that the next administration found so little to change or undo. He had built upon the firm foundation of Bomberger and Spangler and left as a heritage the prospects of further success in years to come.

Chapter 9

PRESIDENT McCLURE'S EARLIER YEARS (1936–45)

UPON President Omwake's resignation in November 1935 the Board immediately appointed a committee to find a successor. Various candidates were considered, both those suggested by friends of the College and those who presented themselves, and serious consideration was given to the possibility of a non-alumnus president. The conclusion of this process was the nomination and election on June 6, 1936 of Dr. Norman Egbert McClure '15 as seventh president of Ursinus. His career after graduation and his return to the College as professor of English in 1928 have already been recorded.

Although President McClure had had ten years of administrative experience as Registrar of Pennsylvania Military College and had clear ideas on how to solve the problems confronting Ursinus, he was primarily a scholar and teacher. He wanted a person with extensive financial and business experience closely associated with him, "to assume charge of the physical plant, to supervise the purchasing of supplies, and especially to aid in the marketing of Annuity Bonds, and to aid in raising money for the Omwake Scholarship Fund" which had just been authorized as a tribute to the retiring president. To this position he nominated and the Board elected Donald Lawrence Helfferich '21.

Mr. Helfferich, whose grandfather had been one of the original movers in the creation of Ursinus and whose parents were both alumni, had been graduated from Yale Law School in 1924 and since that time associated in the management of Gimbel Brothers as assistant store manager and head of the legal staff in Philadelphia. In 1936 he was elected executive vice-president of the Upper Darby National Bank. Mr. Helfferich had the advantage of an intimate acquaintance with the College's affairs, for he had been an active member of the Board since his election to it in 1927, the youngest person ever to be elected to it and now its senior member.

The relationship of the new president and vice-president was to last even longer than that of President Bomberger and Vice-president Super from 1870 to

Dr. Norman Egbert McClure, professor of English from 1928, was elected seventh president in 1936. He was committed to liberal education and academic excellence as the path to improving the College's position.

1890 and was to be as close and mutually loyal. The chief difference was that Vice-president Helfferich was not a faculty member as Dr. Super had been; he therefore concerned himself wholly with problems of finance, supply, property and law, all of which were in the next decades to attain a magnitude undreamed of in the nineteenth century. This is not to imply that President McClure as a teaching president was not the ultimate policy maker in all aspects of the College's life; he was the leader, but with a right-hand man who could help carry some of the increasingly complex burdens of the administration.

President McClure was inaugurated on June 5, 1937. In his inaugural address, after paying tribute to Presidents Bomberger, Spangler, and Omwake, he stressed the tradition in which Ursinus had been founded and on which it built, an institution where "the youth of the land may be liberally educated under the benign influence of Christianity." In his own words "Ursinus must remain essentially a college of the liberal arts. Ursinus must remain a Christian college." Its chief function is to "aid the boy and the girl of exceptional promise to become a superior kind of man, a superior kind of woman." Its training must enhance intelligence, honesty, and devotion to a larger good than self-interest:

> The college must help the student to discipline his mind, to free it from pettiness and prejudice; must teach him not only how to think, but also to appreciate the best that man in the past has thought and done and longed to do; must require of him that faithfulness in the performance of his work, that integrity and honesty, which mark the good citizen; must teach him that his ability and his education carry with them, not rights and privileges, but duties and obligations and burdens that others will not and cannot assume; must teach him to work unselfishly for those who are less fortunate than he is; must teach him, in a con-

fused world, to avoid false standards, to turn from the idols of the marketplace, to do justly, to love mercy, and to walk humbly with his God. This, as we conceive it, is the duty of the liberal arts college toward the student.

As a converse to this ideal President McClure warned against the danger inherent when a college attempts to cater to temporary or imagined needs of the community, when it lowers its standards of admission or achievement, when it seeks prestige by athletic prowess or any means other than the quality of its graduates and their service to their country and world.

This was the long-range aim of the College and the new administration. The immediate problems of Ursinus and the solutions proposed for them were the subject of President McClure's first annual report written seven months earlier, after five months in office. As he said, the educational problems were less serious than the economic problems, of which he named three as most pressing: "the necessity of increasing our income from endowment, the necessity of lightening the burden of our debt, and the necessity of providing living accommodations for a student body of at least 550." In fact, the problems were interlocking:

Even with the strictest economy in all departments of the College, with the gradual curtailment of "emergency" scholarships, with the more severe credit policy adopted last summer, with the gradual increase of endowment, and with the gradual reduction of the debt, the College cannot for the next few years operate economically unless the student body numbers 550.

One solution would have been to lower admission standards and take students who were poorly prepared but who could pay all the costs of their education. To do so would have meant a reversal of the steady raising of admission standards throughout the past decade. This the President rejected in conformity with his policy of always keeping paramount the long-term consequences for the College of any action.

Among the three most pressing needs the President cited was the need for more endowment. Paradoxically, even the little that Ursinus had was materially threatened early in the new administration. When Robert Patterson bequeathed a trust fund of $150,000 to Ursinus in 1894, his will provided that "in event of the failure of the officers and faculty of the College to truly and faithfully teach, maintain and carry out Evangelical Reformed principles," the trust was to be divided among his and Mrs. Patterson's heirs.

Early in 1937 a number of the heirs brought suit in the Orphans Court of Philadelphia, alleging that the stipulations of the bequest were not being carried out and requesting that the fund should be distributed to them. Just why they chose to bring suit at this time is obscure, for, as was brought out in the testimony before both the Orphans Court and the Supreme Court of Pennsylvania, the principles and practices of the College had not changed through the years in a way to invalidate the bequest. Possibly the heirs thought that the election of President

McClure, who was an Episcopalian, was a deviation from "Evangelical Reformed principles." On whatever ground their hopes were based, the suit was a serious threat to the College, for the Patterson Fund was the largest single part of the modest endowment.

In actuality the suit proved to be more an expensive annoyance than a real threat. The appellants were unable to demonstrate to the court that they knew what "Evangelical Reformed principles" were or to show that the College had materially changed position or practice. For example, compulsory daily chapel followed the pattern described by President Bomberger in his description of the college day in 1872. Ursinus was fortunate in having as its counsel William A. Schnader, Esq., an alumnus of Franklin and Marshall College, a prominent layman in the erstwhile Reformed Church in the United States, and a former attorney-general of the Commonwealth. Two key witnesses for the College were Dr. James W. Meminger '84, a prominent minister in the denomination and a long-time member (1896–1939) of the Board of Directors, and Dr. George W. Richards, Hon. '20, president of the Theological Seminary in Lancaster and at that time probably the greatest living authority on the history and theology of the Church. The case, heard first before Judge Charles Klein of the Orphans Court, was dismissed with the comment that the contentions of the heirs were "loose and trifling."

They then appealed to the Orphans Court *en banc,* with the same result, and subsequently to the Supreme Court of Pennsylvania, which rejected the suit. Chief Justice John Kephart found "ample testimony to show that the institution is carried on today much the same as then, [when Mr. Patterson made his will]." Justice Kephart declared that

> Appellants' evidence does not disclose that the College is not teaching, maintaining and carrying out Evangelical Reformed principles, and the burden was on them. Their witnesses were not acquainted with the true meaning of these principles. Certainly, their testimony was not of such weight as to destroy the charitable trust and sustain the contention that this seat of learning has abandoned the religious principles to which it had subscribed for many years. . . . The evidence offered by the appellee in both quantity and quality was clearly sufficient to sustain the findings that the College was still carrying out the testator's intentions.

The suit which terminated thus favorably for Ursinus was watched with great interest by other colleges, some of which had similar trust funds that they might have lost had the courts established an adverse precedent in the Patterson case.

Increase in the general endowment and in the income from it came slowly in the years before World War II. The total, including endowed scholarships and prizes, was $570,000 in 1936. Five years later, in 1941, it was $631,000, an average increase of $12,000 per year. Fortunately, improvement in other parts of the College's financial structure was more rapid and was to accelerate during the war.

The increase in the enrollment to 550, which President McClure had predicated as one of the essentials for efficient operation, came quickly. During the years from

1927 to 1935, first because of the lack of dormitory space and second because of the depression, the enrollment, with slight annual variations, had remained at an average of 463. In 1936 it topped 500 (the exact figure was 505) for the first time, in 1937 it reached 525, and in 1938 the desired figure of "at least 550" was achieved with an enrollment of 554. No watering down of standards brought this increase. On the contrary, each successive entering class scored higher on the tests of the American Council of Education than its predecessor. In 1936 the class was twenty-eighth among the over 300 institutions using the tests, and in 1937 it was thirteenth.

So far so good. But increased enrollment, while it brought income from tuition to balance the educational budget, brought at the same time a need for dormitory space. The project of building a women's dormitory group which President Omwake had initiated years before and which President McClure, certain members of the Board, and the Ursinus Women's Club were actively favoring, just could not be ventured upon at this time. Plans had been drawn for a group of seven connecting units, each housing about thirty students and costing $20,000 to $30,000. But the College had in hand for this project not much over $20,000, and while it was planned to build only three units at the outset, there was no borrowing power available.

The only solution possible was the one found in the previous administration, to buy or rent houses in the town and to squeeze people in. In the fall of 1937 fifteen rooms in the men's dormitories designed for two men were occupied by three each. In 1936, Clamer Hall was leased for use as a girl's dormitory and continued to be until it was given to the College in 1953 by Dr. Guilliam H. Clamer. The first purchase was the A. D. Fetterolf property (612 Main Street) in September of 1936. Funds for this purchase were contributed by the Ursinus Women's Club in the following June, and by the decision of the Club the house was in 1947 named Duryea Hall, in honor of Rhea Duryea Johnson '08, the first woman member of the Board. In September 1937 the A. T. Allebach house (944 Main Street) was rented as a dormitory for girls. The Board had decided in 1936 to sell Highland Hall because of its distance from the campus and the excessive cost of upkeep, but deferred action since its rooms were needed. The pressure was at its highest in 1940 when enrollment reached 582, the pre-war peak. Through additional contributions to the project and the prospect of the Beardwood bequest being received, the possibility of beginning construction on the women's dormitories seemed bright, but war conditions and rising prices frustrated that hope. And decreased enrollments during the war years lessened the immediate need.

Rising prices did not embrace the cost of education for the student. In the decade of 1930 to 1940 there was only one increase, in 1932, of $50 in the inclusive fee. For students living in college the total charge was $675, which was increased by an extra fee for rooms in certain dormitories. The Board was reluctant to raise charges for several reasons. One was competition; there was a certain amount of shopping around by students and parents, especially in the depression years. Another was the desire to keep costs low so that students from low income families, including those of the clergy, would not be excluded. Perhaps a third was the stark

fact that some families couldn't pay even these modest sums. During the early thirties unpaid accounts and notes amounted to a formidable figure. In June, 1936 the open accounts for the year just completed totalled $16,353. Total student indebtedness, including unsatisfied accounts and notes from previous years, amounted to $56,768. One of the first steps of the new administration was to reduce this drain on current income and to institute a more stringent system. The result was that five years later the corresponding totals were $3,012 and $25,527.

Thus one leak in the dike was gradually closed. The biggest hole through which funds poured out rather than in was the combined debt and debt service charges. In the budget for 1936–7 interest charges amounted to $46,936, over 13%, in a total budget of slightly over $390,000. Immediately upon taking charge the new administration launched a two-pronged attack on the problem by initiating the George Leslie Omwake Scholarship Fund to increase endowment on the one hand and the sale of Series A Annuity Bonds in the amount of $250,000 to retire part of the funded debt on the other. Conditions were still not favorable, and the Treasurer's reports for the next four years reveal discreetly that both schemes were not prospering. Far more successful were the steps taken in 1941 and 1942. In 1941 an issue of $200,000 4% gold notes was authorized, to retire the 6% gold notes issued in 1932 (the authorized amount in 1932 had been $475,000, but only a little over $200,000 was sold before sale was discontinued). A year later the College placed a first mortgage of $400,000 at 4% with the Norristown-Penn Trust Company, and with the proceeds redeemed the First Mortgage at 5 1/2% placed in 1928. The result was a saving of $10,000 in annual interest charges plus other benefits that need not be recorded here. Provision for repaying at least $15,000 of the mortgage annually was provided for.

Within six years, then, great steps were taken to relieve the College of a huge weight of debt that, like the old man of the sea on Sinbad's back, had encumbered Ursinus and hindered its progress. Freedom from debt there would probably never be, for progress must be financed, but hopefully the difficult old days of doing too much with too little were ended.

Money, or the lack of it, has bulked large in this history, perhaps in some readers' eyes occupying an excessively prominent place. Its importance in education can be misunderstood. To be sure, the indispensable elements in education are men and minds, but no legendary picture of Mark Hopkins on one end of his traditional log can really obscure the fact that money, which Cicero said is the sinews of war and Farquhar said is the sinews of love, is to a high degree the sinews of education. Faculty salaries, buildings and equipment, libraries, laboratories, gymnasiums, playing fields, scholarships, maintenance—all take money. It is a means to an end, only a means, but well nigh indispensable.

Among other possible sources of support for the College's work, President McClure sought the aid of the Evangelical and Reformed Church. Ursinus had a larger proportion of students who were members of the denomination than some of her sister colleges which were actually controlled by it and, as the President

pointed out, was rendering a valuable service in providing college education not only for members who planned to enter the ministry but also for many more members with other careers of value to society in view. In June, 1942, together with President Theodore Distler of Franklin and Marshall College and President Henry Stahr of Hood College, he requested that General Synod make a grant to each of the three colleges. The result was an appropriation of $1,500 to each in the next biennium. Then with several other colleges and academies of the Church, Ursinus engaged in an appeal for support from the thirteen synods east of Ohio, an "Educational Emergency Campaign". The quota set for Ursinus was $28,000. The amount actually received was $12,000, which was offset by the decision of General Synod in 1944 to increase its annual appropriation to $10,000 for the next three years. In 1947 the appropriation was increased to $15,000. At Ursinus this money was used in scholarships for students who were members of the Church.

The most obvious source of gifts for any college is its alumni. Ursinus had always received gifts, usually in modest amounts, from alumni, but the bequests and the gifts were made on a kind of ad hoc basis, except for such plans as the Maintainers League started by President Omwake in 1914, which died after a couple of years. Systematic annual giving began with the creation of the Loyalty Fund in 1940. The amount contributed during each of the first years was small, but the number of alumni donors in whom the habit of annual giving was formed grew steadily. In 1942–3 the Loyalty Fund totalled $11,919 from 368 donors. This source of support increased rapidly, and some years later the percentage of alumni contributors reached record proportions.

In anticipation of the seventy-fifth anniversary of the opening of the College a special Anniversary Fund was begun in 1943. The goal set was $150,000. By November of 1944 $46,000 had been given and $31,000 in pledges remained to be paid. A year later the fund had increased to $142,000, and two years later the goal was reached and passed. The Fund was raised to help reduce the funded debt, to enlarge the women's dormitory building fund, and to increase the George Leslie Omwake Scholarship Fund.

The result of all these factors, the aid from the Church, the Loyalty Fund, the Anniversary Fund, and the Navy contract (which will be treated later), was that the financial condition of the College improved greatly during the war years. The Treasurer reported in November, 1944, that the College was able to pay all current operating expenses as they fell due, meet the annual amortization payment on the mortgage, reduce short-term borrowing by ten percent, acquire, alter and equip Hobson Hall, and make needed repairs and improvements. The growth in endowment and scholarship funds was slow (from $673,000 in 1941 to $731,000 in 1945), but the overall financial condition was vastly improved.

Before leaving the administrative and financial area for the academic, one other action should be noted. Upon assuming office President McClure determined that the faculty salaries, which had been cut by a voluntary reduction in 1932, should be restored. Half of the cut was restored in 1936–7 and the other half the following

year. Also a beginning was made on the creation of a faculty retirement plan, which was modified in later years as conditions improved.

Academically, the years from 1936 to 1945 saw few changes, and none of a sweeping nature. In his first report after a full year in office President McClure wrote: "I do not wish to recommend any extension in the scope of our work or any radical change in our methods." He was referring to whole new programs rather than the continuing revisions and additions within departments, having in mind the uneasy state of the nation and the world, for he qualified this statement by saying "For the immediate future at least, we should attempt to perform our best possible service to society within the definite limits already established. . ."

The group system persisted, although with the gradual expansion of faculty and offerings within departments it became increasingly anachronistic and artificial. For example, it was now possible to take a full major in chemistry or biology, yet the two remained linked because of the system rather than because of an inherent linkage as in the study of bio-chemistry. Similarly, although the Modern Languages Group continued, students tended to concentrate in one foreign language rather than study two or three in equal depth. But not until after the war was the group system finally swept away.

In 1938 comprehensive examinations were first administered to the senior class under the program approved in 1934. In each group a battery of examinations was given during the period of finals. Seniors were exempt from course examinations in their "major" for the first semester so as to lessen the number of ordeals they had to face. In English, for example, the comprehensives were comprised of four separate examinations.

The examinations varied in thoroughness and severity from department to department, and there was a similar variation in the grading. As has been stated, not all departments wanted the system in the first place, some were not ready for it, and not a few hesitated to flunk a senior who had passed all his separate courses for four years and thus snatch his diploma from him at the last moment, for if he failed he had to wait a year to retake examinations. Whether comprehensives would have achieved the hopes which prompted their adoption cannot be known, for in May, 1942 the Faculty voted to omit them "during the period of the war emergency" and after the war in the pressure of the G.I. rush their revival was not thought of. The reason for suspension of the program was that acceleration and the interruption of students' work by Selective Service made the system impossible to administer efficiently or fairly.

A major reason for the comparatively unchanging education program was the increasing uncertainty of international affairs. Contrary to the period of World War I when the cataclysmic struggle in Europe seemed not to affect thought and life at Ursinus until shortly before America's entrance into the war in 1917, a sense of the gravity of the international situation showed itself as early as 1938 in the increasing number of addresses to the student body, discussion in clubs such as the International Relations Club, and editorials in the *Weekly* on the events and trends of the

times, and in an increasing and unprompted concern with current history. In 1939–40 three of the new students were from Austria and Germany, exiled by the war. By this time Selective Service was in operation, and seventy of the 322 male students were registered in it. That all of the rest would soon be called upon to register was plain.

In the years before Pearl Harbor the day-to-day life of the College seemed to change little. A few male students left to enlist; however, their loss was more than made up for by slowly enlarging freshman classes, and not until the fall of 1941 did the trend change. The enrollment that fall was 531, an 8.7% decrease. However, there was no cause for great alarm. Although, as President McClure observed in his report to the Board, the effects of Selective Service in the years immediately ahead could not be predicted, it seemed, before December 7, that male students who had completed one year of work and were in good standing would be deferred.

After Pearl Harbor the situation changed, and the Board and faculty took immediate steps to meet it. Comprehensive examinations were eliminated, vacations were shortened, and an accelerated program instituted so that men could proceed as far and as fast as possible in their course before being drafted. Summer school, which had been discontinued in 1925, was reactivated in a twelve week session with classes meeting six days a week so that the work of a full semester could be completed. New students were admitted in June, September, and February. The College was affiliated with the V-1, V-5, and V-7 programs of the United States Navy, which provided for a period of college training prior to naval training leading to commissions. It was also ready to modify courses to meet requirements of the several branches of the armed services, but this turned out to be unnecessary. Also a program was worked out by which students could carry on their studies and contribute to the war effort by working at the Jacobs Aircraft Engine Company in Pottstown and Superior Tube Company in Collegeville. Spring sports schedules for men were cancelled and a compulsory physical fitness program for all male students was instituted under the direction of Russell C. Johnson '16, Director of Athletics. Because of transportation difficulties a four game football schedule (instead of the usual eight or nine) was played in 1942.

The enrollment in the fall of 1942 was 535 (275 men and 260 women); the entering class of 214 was the largest in Ursinus history. But by spring nearly one hundred men in the Enlisted Reserves had been called to active duty (thirty-two left in a body for Fort Meade on February 18), leaving only reservists who were pre-medical students, mathematics and science majors, and the men in the V-1 and V-7.

On July 6, 1943 the summer term began with 201 men in whites on campus, members of the V-12 unit instituted by the Navy at Ursinus. Under the command of Lieut. George D. Miner, USNR, formerly a public school administrator in California, the unit had two programs, one of two terms for men who would become officers in various branches of the Navy and one of five terms for pre-professional students, mostly preparing for medicine or dentistry (there were a few pre-ministerial students). Most of the men in the unit were transfers from other colleges, men

graduated from high school in June, or men assigned from active service to the unit. A few were Ursinus students. Except for courses in naval history, engineering drawing, and other subjects appropriate to the training of naval officers whatever their future assignments might be, the men in the second program followed the same curricula they would have followed in peacetime in preparing for their careers.

The men in the V-12 unit were in uniform and under regular naval regimen. Inspections and reviews were held daily. They were housed in Brodbeck and the old dormitory group (and after March, 1944 in Curtis) until late in 1944 when, as the unit began to diminish, Freeland, Derr and Stine were converted to house women students. Civilians on campus became used to hearing floors in dorms referred to as "decks" and stairways as "companionways". The schedules the seamen followed were rigorous; reveille was at 6:15 A.M. and calisthenics on Price Field at 6:30 preceded chow and a full day of class and laboratory. Despite this they were able to participate in intercollegiate athletics and to socialize with the coeds, who found them attractive both in winter blues and summer whites. Incidentally, because they were assigned to Ursinus from all parts of the country, the College had a far more national student body than at any time in its past, or indeed than it has had since.

Along with the constant reminder of the war in the physical presence of the V-12 men and the daily reports in newspapers and the air media, restrictions on food consumption applied to the civilian students (they had to turn over their food ration books to the College). Bomberger, Pfahler, and the Library were closed at night to conserve heat and light. Social events away from campus were somewhat curtailed because of gas rationing. Concern for the war effort expressed itself in War Bond drives, in bandage rolling groups, and in after-class work in factories.

Because a higher percentage of students were resident than in peace time and Sprankle Hall, which had housed women students, was made the Navy sick bay, additional housing for women had to be found. The Wanner property (476 Main Street) was leased, and Mr. and Mrs. Edward S. Fretz sold their property at Sixth Avenue and Main Street to the College (Mr. Fretz had just retired as treasurer after serving for sixteen years. Mrs. Fretz was the former Mabel Hobson '06). The house was named Hobson House in memory of her parents, Mr. and Mrs. Freeland G. Hobson. Mr. Hobson, like his father before him, had been treasurer of the College, from 1899 to 1906.

The V-12 unit was at Ursinus for seven semesters, from July 1, 1943 until October 30, 1945, when it was deactivated. The semesters were the regular length of sixteen weeks, so that college was in session forty-eight weeks of the year. There were no vacations except the week between the closing of one semester and the opening of the next, and a week at Christmas. Commencements were held twice a year, when degrees were conferred on the civilians who had completed their requirements and certificates were awarded to the men in the V-12 unit who were being assigned to further training at another institution or to a naval training base

or to active duty. Some of them received their bachelor's degree, and some others completed their college course after the war ended.

Ursinus was most fortunate in having the V-12 unit during the war years. The Navy, unlike some other branches of the armed services, had a sound conception of what colleges are for and how they operate. The autonomy of the faculty was preserved, academic freedom was unimpaired, and the relations between the officers and men of the unit and the civilian side of the College were completely cooperative and cordial. With a few inevitable exceptions the men in the unit were capable, hard workers. If they did occasionally get drowsy in an eleven o'clock class, they could hardly be blamed, for their routine was strenuous. And because the Navy paid the full costs of instruction, housing and maintenance for them, the financial advantages to Ursinus were, as Treasurer Wismer stated, "almost immeasurable."

This account has carried us past some events and noteworthy aspects of the College and its life in these nine years. The two most important public events were the naming of the Science Building in 1942 and the celebration of the seventy-fifth year in 1945.

From the time of its erection and occupancy in 1932 the Science Building had been called simply that. Some people thought it would be named Anders Hall in honor of Dr. James M. Anders, a long-time member of the Board who was very prominent in the planning of the structure. But no action was taken either before Dr. Anders' death in 1936 or after. In 1935 the Board elected to membership as his successor, his friend, Dr. George E. Pfahler, a physician of world-wide renown as a pioneer in the use of radium and X-rays in medicine. Dr. Pfahler at once assumed a lasting and generous interest in the Science Building, contributing annually to its endowment until his death in 1957. At the Founders Day convocation on October 13, 1942, the Board named the Science Building the Pfahler Hall of Science, and a portrait of Dr. Pfahler, given by his wife, was presented and unveiled. It is not disrespectful to add that because of the rigorousness of the courses taught in it, the students soon dubbed it "Failure Hall."

The completion of seventy-five years of collegiate education at Ursinus was celebrated in a special convocation in Bomberger on Wednesday, November 14, 1945, a week-day being chosen so that all the student body could attend. The speaker of the day was Governor Edward Martin, who paid tribute to the continuing vital role of the independent liberal arts college in American life. The other highlight of the convocation was the presentation and unveiling of a portrait of Dr. Harry E. Paisley, president of the Board since 1910, which was given by Trinity Evangelical and Reformed Church, Philadelphia. In keeping with the significance of the convocation President McClure sketched the history of the College during the seventy-five years of its life since September 6, 1870.

People who have lived for many years in a college tend to see student life as variations on a theme, "It has all happened before," or "I remember when they did that in 1921," provoking the cynical comment "Plus ça change, plus c'est la même

chose." But to students in each generation "their" four years are unique and they feel that they wear their rue with a difference. And in part they are right. The emphasis, the degree of popularity for this or that kind of activity, the attitudes change, at one time showing unalloyed devotion of "For God, for Country, and for Yale" and at another a blasé (they think) disdain for extra-curricular activities as "kid stuff."

In the years under study in this chapter the dominant attitude was, largely, that of loyalty and enthusiasm, perhaps not as complete as that of, say, 1908 or 1928 but strong and full. This was especially true in the musical and dramatic activities. Dr. William F. Philip, who succeeded Jeanette Douglas Hartenstine in 1935, began at once to infuse new spirit into the college choir, the glee club, and the instrumental groups—the band and the symphony orchestra, these latter then under the direction of J. W. F. Leman. He began the presentation of a light opera each spring, starting with the "Pied Piper of Hamlin" in 1936, followed by "In Springtime" (Dr. Philip's own composition) in 1937, and "The Mikado" in 1938. Others were given in succeeding years.

More importantly, Dr. Philip began in 1938 what has been a signal event of the Christmas season ever since, the annual performance of Handel's "Messiah". The first performance, before a capacity audience in Bomberger, on Thursday, December 8, set precedents for all subsequent renditions. The soloists were noted professional singers from New York and the orchestra was augmented by members of the Curtis Institute orchestra. The chorus, though it seemed large at the time, did not approach in size those of later years numbering as many as two hundred and twenty-five singers and filling not only the platform but parts of the side balconies.

Christmas was then, as it has been ever since, a merry time. Apart from programs appropriate to the season given by various clubs, the highlights were, as they have been since, the banquet on Wednesday evening before vacation when the girls ate in the upper dining room and had a competition by class in the table decorations while the boys ate in the lower, followed by a show in the gymnasium, which in 1938 featured a farce centered on "the crazy antics of mad diplomats who celebrate peace on earth by having the biggest blowout since the World War" and a chorus line of male "Rockettes", and then a dance.

On Thursday evening came the Christmas candlelight communion (a tradition since 1929) in Bomberger, conducted by Dr. John Lentz '02, the college chaplain, and Dean Kline. Then came parties for the men students, hopefully exciting enough to discourage them from going out and getting illuminated, and dorm parties for the girls, lasting as late as young bodies could stay awake. Many a student nodded in class on the last day before going home for the holidays as a result of these merry all-nighters.

Also in December each year the Curtain Club, prospering under the exciting leadership of Dr. and Mrs. Sibbald which continued until his death in 1942, pre-

sented the Schaff Play. It was no longer the first full length play of the year, for the Curtain Club now was producing four a year. The 1936 season may serve as typical of the period. The four plays of that year were Philip Barry's "Holiday", Rachel Crother's "As Husbands Go", Sydney Howard's "The Late Christopher Bean", and "The Dark Tower" by Alexander Woolcott and George Kaufmann. A year later the Club was even more ambitious in its undertaking and presented Maxwell Anderson's "Night Over Taos" among others, competed in the Cultural Olympics at the University of Pennsylvania, and sponsored three performances of the Hedgerow Theatre Players at the College. 1938 witnessed sparkling performances of "The Far Off Hills", "Time and the Conways", "Mr. Pym Passes By", and "No, Not the Russians", a delightful farce. So it went. These were halcyon years for students interested in dramatics.

After Dr. Sibbald's death Vice-president and Mrs. Helfferich took up the coaching duties and continued the tradition of lively, exciting productions which had become proverbial on the campus.

During the nine years surveyed in this chapter men's varsity sports led a somewhat checkered career. Facilities for sports were greatly increased at the onset when in 1936 the Athletic Council and the Alumni Athletic Club purchased and gave to the College a tract of 23.4 acres from the estate of Mayne R. Longstreth '89. This land, adjoining the existing campus on the north and west, included not only what had for many years been called the "College Woods" but also several hundred feet of frontage on the Perkiomen. It afforded space for the soccer field, the baseball diamond, and the touch football fields that alumni since that time all know. Two years later this new area was named Price Field in honor of Dr. John B. "Whitey" Price '05, whose exploits as player and coach have formed a part of this history.

A year after the purchase just recorded, the Board of Directors purchased an additional seven acres from the Longstreth estate to the west of Price Field, including some frontage on Ninth Avenue and the land on which the new men's dormitory complex was erected in 1967.

Although its disappearance from the campus might seem to the uninformed to have nothing to do with athletics, the removal of the standpipe from the campus in the summer of 1938 deserves its footnote in history. Erected about 1892 in connection with the construction of Bomberger Hall and the installation of a water system to supply the College buildings, it was rendered obsolete by the College's connecting with the borough water system in 1936. As the *Alumni Journal* observed, word of its passing brought "a momentary feeling of regret to those who used to paint class numerals on its sides and perform death-defying antics on its seventy-five-foot ladder."

In men's athletics of a more orthodox kind, football, after a second place in the Eastern Pennsylvania Conference in 1936 (Coach Jack McAvoy's next-to-last year), stepped into a period of doldrums lasting up to and during the war. Don Kellett, McAvoy's successor, had little luck in bucking the tide and for several years Ursinus

was last in the Conference. Rock bottom was hit in the winless seasons of 1938 and 1941. During the war years schedules were curtailed, and coaches changed as one after another was called into the armed forces.

During the first years of Dr. McClure's administration a change in athletic policy that affected chiefly football was made. As "Jing" Johnson stated it, "It will be our aim to plan schedules which will bring us into competition with colleges whose scholastic and athletic aims approach ours and are in our natural field of rivalry. Games with teams normally out of our class will be discontinued, . . ." This meant that Ursinus would no longer play "money" games with teams like West Point, Lafayette, N.Y.U., or Penn, which had been warm-up games for those schools and budget-balancers for Ursinus. The change, sensible as it was, did not bring an increase in victories. What it did was to set the stage for another change in 1945 which in effect eliminated alumni control of athletics and brought it under the direct jurisdiction of the Board of Directors and faculty.

Baseball in 1936 and 1937 was equally dismal, but 1938 turned out to be a winning season and in 1940 "Jing" Johnson's team won the conference title. As has been recorded the schedule was abandoned in 1942, and the teams fielded for the next two years were made up of men in the V-12 unit. The team in 1944 was coached by Lieut. Edward F. Hefferman because "Jing" Johnson resigned as graduate manager of athletics and superintendent of buildings and grounds on November 15, 1943. Sieber Pancoast '37 was elected his successor in the first position and Horace E. Godshall '29 in the second. "Jing" had been instrumental in the founding of the Varsity Club and of the Cub and Key Society in 1939. He had chaired the alumni committee to raise funds for the enlargement of the gymnasium in 1927, and during his thirteen years at the College worked to enlarge and increase the status of athletics both in inter-collegiate and intra-mural competition.

Basketball under Kenneth Hashagen fared similarly. In 1936–7 the Bears won one out of fifteen. There was no way to go but up, and by 1940–41 the courtmen achieved a winning season. When Hashagen left to enter the service, Lieut. George Miner, commander of the V-12 unit, took over the coaching chores with the result that in 1943 the Bears achieved a nine-five record. Immediately after the war they burst into a three year run of great success.

Wrestling too saw hard times under Peter Stevens, who had succeeded Kuhrt Wienecke as coach in 1936, such hard times that the Athletic Council decided in 1939 to discontinue it because not enough men turned out to provide adequate competition for positions. In fact the decision was not implemented and wrestling continued, soon to find a bright light in Richard T. Schellhase '45, who became a Middle Atlantic champion and who while an undergraduate in the V-12 unit coached the team.

At the same time that wrestling was momentarily dropped, soccer was elevated to a major sport, perhaps because 1937 had been a good year. But for most of this period losses far outran wins, partly because Coach Donald Baker had to field

teams composed of men who had never played soccer before coming to college. Tennis under the tutelage of George Tyson also had a succession of lean years. And the track teams finished monotonously last in conference ratings until war years.

The monotony in women's sports was of a happier sort, for every hockey season was a winning one, if only by a slim margin as in 1939. But in 1943 and 1944 Snell's Belles were undefeated, and in 1945 they lost only to Beaver and Temple, placing many players on the All-College elevens. Basketball was equally successful; no season was unblemished by a loss but wins far outnumbered losses. Softball was introduced in 1941, Ursinus being one of the first colleges to introduce this sport, and the girls ran up six undefeated seasons before losing to Temple in 1947. Tennis from 1937 on saw the coeds almost equally formidable to their opponents in the great days of Madge "Bunny" Harshaw '40 and Ruth "Squeakie" Von Kleeck '40.

In non-athletic activities the decade was marked by constantly enlarging programs conducted by the Y organizations and by the clubs catering to special interests. Notable additions were two honor societies. The Rosicrucians, founded in 1934 by Dr. Elizabeth B. White, formed a permanent organization in 1939 to honor outstanding women students. In 1958 the name was changed to the Whitians as a permanent recognition of Dr. White's key role in its founding and her concern for sound scholarship. In the spring of 1939 the Cub and Key Society was formed to honor men students who along with a good academic record have rendered valuable service in extra-curricular activities and have promoted "the best ideals and best interests of the College." In both organizations students can be tapped in the junior year.

Annual events such as the proms and the Lorelei continued to engage students' interest and effort. The May pageants gained an additional piquancy when some of the men students began to present a slightly irreverent parody a week or so after each year's production, among them "Spring Fantasy", "The Wizard of Oz" and "Tulip Town."

Life on campus had its daily dramas and traumas, summarized well in the capsulized memories of the class of 1945 which recall the ways both of peace and war on campus:

> October 1941 found a new group of freshmen learning the ropes at Ursinus. We, the class of '45, were becoming well acquainted with Price's mystery balls, Brad's peanut butter cake, cinnamon buns at the Bakery, and the tradition of Glenwood Memorial. The gala frosh chimes-dance at the Valley Forge Hotel was very deceptive and temporarily removed the sting from the humiliation of pajama parades and green head-bands. War was declared on Germany, Italy, and Japan that winter, and the administration at Ursinus tightened its laces. Pranks and pranksters were clamped down upon—but not before hidden alarm clocks disrupted chapel services, dining room silver sprouted overnight on sacred East campus, and Tyson was hung in effigy.
>
> It wasn't until we were sophomores that the male population began to dwindle. There was that never-to-be-forgotten morning when the whole student body climbed out of warm beds and went down to the station at 6:30 to give a royal send-off to the boys who were

leaving. That year again we found ourselves sharing a stray spoon with five other people until the silverware was discovered in the coal yard. But changes came inevitably, leaving constant only the mystery balls—which remained as much a mystery as ever.

In retrospect, our junior year was a record-breaking one. It started off with the entrenchment of the V-12 along the Perkiomen beach head. We benefited by an enlarged, renovated Supply Store; the football team upset Temple 10–6; at our Junior Prom we initiated the custom of selecting a Prom Queen; one of our classmates became the first girl to receive the sanction of the school on "claiming" as before to continue her education at Ursinus after marriage—proving that only the invincible combination of love and war is strong enough to alter Ursinus tradition.

Students in this era remembered with affection such familiar figures as Charlie Ziegler, with his tobacco-stained walrus moustache, and Augustus "Shortie" Johnson, short, pugnacious and profane, who cared for and scolded coaches and athletes alike in Thompson-Gay. And many a boy in the old dorms found a friend, confidante, and mother away from home in Martha Franklin, who has served longer than anyone else in the non-teaching staff of the College.

Another most notable record of service ended when on September 1, 1942 Sara E. Ermold retired from the treasurer's office. Appointed as bookkeeper and secretary in 1907 to Dr. George L. Omwake, then dean, she gave thirty-five years of efficient and devoted service to Ursinus, carefully husbanding its resources during all the lean years that have been recorded here. Coincident with her retirement Miss Ermold presented Fircroft, which she had purchased in 1926 and the College had leased since 1937, to Ursinus in memory of her mother. The work of the treasurer's office continued in the capable hands of Stanley Omwake '31 and James R. Rue, Miss Ermold's chief assistant, who compiled an even longer record of service, for he came to Ursinus in 1923 and served until his retirement in the fall of 1967.

The personnel of the faculty remained fairly stable in the years before the war. In 1936 there were no additions or losses. In 1937 two alumni who were to become stalwarts of the faculty joined its ranks as instructors, G. Sieber Pancoast '37 in political science and Charles D. Mattern '30 in English. Dr. Pancoast, as he later became, soon became involved also in coaching, and for many years the baseball teams under his tutelage achieved enviable records. When the office of dean of men was created in 1942 he was appointed to it and was dean, except during his military service, until 1959, when he was succeeded by Richard J. Whatley.

Although Charles Mattern returned to Ursinus as instructor in English, his interest and his graduate training at the University of Pennsylvania was in philosophy, to which he shifted after a few years, sharing the work of that department with Drs. Tower and Bancroft. After the retirement of the former in 1946 and the death of the latter in 1947 he became the college philosopher in more than one way, for outside his courses which were famous for their stimulation of real thought he became the counselor and guide of colleagues and students alike. He did not need the mundane and routine labors of the Bureau of Self Help, which he conducted until his death, to keep his feet firmly planted on reality. Dr. Mattern's death in

1964 was keenly felt by all who had known and benefited from his tolerance, understanding, sympathy, and wit.

The chief addition in 1939 was Elizabeth Read Foster. Educated at Vassar, Columbia, and Yale, from which she received her doctorate, Mrs. Foster taught history for two years, and then after an interval of twelve years during which she bore and reared four sons, returned in 1953 and continued as one of the bright lights of the history department until 1966, when she resigned to become dean of the graduate school of Bryn Mawr.

The next few years brought the loss through death of several prominent faculty members. Dr. Matthew Beardwood, who had joined the faculty in 1903, died in January, 1940. During his first fifteen years at Ursinus Dr. Beardwood was the chemistry department, until the appointment of Gilbert A. Deitz '18 as instructor upon graduation. In the last five years Dr. Beardwood taught only the course in organic chemistry. For thirty-seven years he commuted between Roxborough and Collegeville, all the while maintaining his medical practice.

In 1941 the College was saddened by the loss of Dr. J. Lynn Barnard, who had headed the department of political science since his return to Ursinus in 1927. The other major change was the replacement of Dr. John W. Mauchly, associate professor of physics, by Dr. John J. Heilemann, who continues in that department to the present.

1942 saw no permanent additions but two serious losses. On April 10 Dr. Calvin D. Yost, who had been librarian and a member of the faculty since 1910 (head of the department of German since 1920), died. In ill health for several years he was teaching only a few courses at the end, but his devotion to the College was unabated. He was succeeded as head of his department by Dr. George W. Hartzell, who came to Ursinus in 1934, and as librarian by Charles H. Miller '24, who had been his assistant since 1938.

The other loss came in the death of Dr. Reginald S. Sibbald, just eight days after that of Dr. Yost. "Reggie," as everyone called him, had in his eleven years here given himself to his teaching of French, his coaching of plays, and his association with everyone on campus with a verve, a natural liking for people, and an enthusiasm that were contagious. Many a student found a second home at Superhouse with Dr. and Mrs. Sibbald.

A year later Helen Thompson Garrett, a graduate of Swarthmore and the Universities of Lille and Pennsylvania, was elected to the department of French and continues to the present. Roger Powell Staiger '43 was appointed instructor in chemistry and after serving in the Navy for two years (1944–6) returned to the College, where he is now head of the department of chemistry, succeeding Dr. Russell D. Sturgis, who retired in 1964.

The next year Evan Samuel Snyder '44 was appointed instructor in physics and after serving, like Dr. Staiger, for two years in the armed forces, returned to Ursinus and is now head of the department of physics.

When Dr. Harvey Lewis Carter was compelled for reasons of health to resign

in 1945, Maurice Whitman Armstrong was elected professor of history. A Canadian, Dr. Armstrong was a graduate of Dalhousie University and Pine Hill Divinity Hall in Halifax. He came to Ursinus from Harvard, where he gained his doctorate in 1944. In 1947 he succeeded Dr. Elizabeth B. White as head of the department, and from 1952 to 1954 was dean of the College, succeeding Dr. John W. Clawson.

The final major change was caused by the death of Eugene Bachman Michael '24, who was a member of the department of education from 1930 until his death on November 1, 1944. Affable and sensible he had coached plays before the coming of the Sibbalds, but was known to more students and alumni through his work as supervisor of practice teaching and of the placement service. James Allan Minnich, a graduate of Franklin and Marshall and the University of Pennsylvania, succeeded "Gene" Michael in both capacities and served until his death in 1965.

Chapter 10

AFTER WORLD WAR II (1945 -- 58)

AS the war drew to its close, adjustments had to be made in response to the gradual decrease in the size of the V-12 unit, the effect of mid-year graduations, and the fact that, as long as the war continued, the only males who could attend college as civilians were those under eighteen, those physically disqualified for service, pre-ministerial students, and discharged veterans. By 1945 some of these last were already in college. Fearing that Selective Service would continue after the cessation of hostilities and that the demobilization process would be slow, the administration decided to increase the number of women students in excess of the normal ratio of 325 men and 275 women. The old dorms had been converted to female occupancy, and it was decided to do the same with Brodbeck. The dorms were returned to the tender mercies of the men after one year.

The predictions that prompted these decisions proved to be inaccurate. Demobilization was rapid, and the fall term of 1946–7 opened with an enrollment of 895, including eight veterans from Valley Forge General Hospital as special students. Of the 887 regular students, 492 were men and 366 of those were attending under the G.I. Bill of Rights. A year earlier the student body had numbered 133 men and 402 women. At that time the President had stated that for the next four or five years the enrollment must increase to 650 or 700, an underestimate from the outset. Additional faculty had to be secured, though the teaching staff was considerably enlarged and strengthened by the return of Sieber Pancoast, Charles Steinmetz, Roger Staiger, and Evan Snyder from the armed forces. The regular two semester year was reinstated but an eight week summer session (half semester) was held so that those still to be drafted could get in as much work as possible before being called. As it turned out, this proved of greater use to veterans who wished to finish as rapidly as possible.

The shortage in housing which had been a constant cause for concern during

the war years was accentuated by the unexpected increase. It was not entirely unanticipated, for the Board had leased the B'nai B'rith Home for the Aged, a modern, fireproof building which had been erected but never occupied at Camp Brith Sholom, on the road to Yerkes and just outside the borough limits. In these quarters 105 students, most of them veterans, were housed. They became a familiar sight walking or thumbing rides to and from the campus at class and meal time. More housing would have been needed had it not been for the fact that many of the veterans lived at their homes within the county or if married rented apartments and houses in the immediate vicinity.

The G.I. Rush rapidly reached flood-tide. In 1947 the enrollment was 964, including 421 veterans among the 633 men. To cope with increased numbers in courses and the sectioning of courses eleven instructors were added to the faculty. The peak was reached in 1948 when the enrollment reached 1039, a figure not passed until 1966. In 1949 the total was 948, and from then on tapered off as the number of veterans dwindled. Dean Clawson remarked in 1948 that even then, though the total number of students was greater, the proportion of veterans was decreasing, 40.6% as opposed to 44.2% a year earlier. He commented that it would be best "if the same standards are maintained as at present."

The large increase of applicants in the post-war years created serious problems

Freeland steps, during the post war period, became a favorite informal meeting place for students.

in the selection of those best fitted for admission. In the thirties the Office of Admissions, or Office of the Registrar as it was then called, under the direction of Professor Franklin I. Sheeder had used the Cooperative Tests of the American Council on Education as a means of identifying the best candidates. Year by year the quality of the classes admitted improved, judged both by high school class standing and by scores on the A.C.E. tests, which provided a national norm for comparison because they were used ultimately by about 350 colleges. By 1947, however, these tests seemed no longer completely adequate, in part because they tended to reflect inaccurately the potential of veterans who in not a few instances had finished high school several years before they could enter college and also of veterans who before entering the service had not contemplated going to college and had not taken the academic course in high school but who now with increased maturity and the experience of their war service saw the need for and advantages of higher education.

Consequently, in 1947 upon the recommendation of Dr. William J. Phillips, who had been appointed assistant registrar a year after the resignation of Professor Sheeder, Ursinus became a member of the College Entrance Examination Board and required all candidates for admission to take the Scholastic Aptitude Test. Those below the second quintile in their high school class had also to take three Achievement Tests, and veterans took the Special Aptitude Test for Veterans administered by the C.E.E.B. The reasons for this change were administrative as well as educational. Sheer weight of numbers forced the adoption of new procedures. The Admissions Office processed 3000 applications for admission in September, 1947 (the era of multiple applications had begun), besides which many other persons considered candidacy but did not complete formal application. Of these applicants the College was able to admit 276. Many called but few were chosen.

In commenting on this problem President McClure wrote in 1947 that in the selection of students "we have recognized our obligation both to veterans and to non-veterans." The significance of this statement is dual. Had the administration chosen to do so, it could have filled the College with veterans, all of whose fees were paid by the government, and thus prospered by eliminating scholarship aid. Within five years such a policy would have been self-defeating. That the College met its obligation to its natural constituency is shown by the fact that in the year of peak enrollment (1947–8) 617 of the 1039 students were non-veterans.

The other significant element in the President's statement is that the Board maintained the tuition fee at or very near $475 for the two regular terms. Had it decided to increase that charge to the maximum paid by the Veterans Administration ($600 a year), the financial advantage to the College would have been very great, but the Board felt that to do so would work a hardship on some of the civilian students and their families. Even with this restraint the College prospered in these years. Not the only but the most dramatic evidence of this prosperity was the elimination in 1948 of the Current Deficit. Two years earlier Treasurer Wismer summarized it thus:

This Current Deficit is not the result of the past year's operations. It represents the net operating losses of seventy-five years. You all know that for years and years the running expenses of the College were far more than the current receipts. The College was started on borrowed money, never really had any working capital, and for reasons both good and bad it consistently spent more than it took in; and the accumulated deficit, once started, kept on growing.

Still another benefit of the war should be recorded. From the War Assets Administration the College received a large amount of surplus property (all sorts of items from desks to generators, from scientific apparatus to trucks) which was used in the instructional program, in the maintenance department, and throughout the institution. More importantly, it received in 1947 the new gymnasium and the maintenance building, war surplus structures which were dismantled from army posts and re-erected on campus. The cost of building the equivalent out of college funds would have amounted to $150,000.

Before backtracking to record some other events and changes of the years 1945 to 1951, some comment on the effect of the G.I.'s in college should be made. The effects of having so many older, more mature students on campus were felt more in the classrooms than in the life of the student body and its organizations. It is true that some veterans, whether returnees or not, scorned the usual extra-curricular activities as "kid stuff" or, if not that, as a distraction from studies leading to the all important degree. On the other hand, many became fully involved in campus life. But the greater effect was felt in the classroom. The veterans had matured in the hard school of a war-torn world and had come to think and question with a maturity not often found in a youngster of eighteen fresh from high school basketball championships and junior proms. The veterans realized the value of what they could get and were getting in college, so that on the whole the intellectual level was raised by their presence. Faculty members who taught before and after the war remember students who, immature, careless, or lazy, did poor work before entering the service only to show themselves on their return in a totally different light as competent, motivated, industrious students.

However, the experience was not completely satisfactory. Two types of people did not fare well in the post-war years. One group was composed of married men with families who had to work in either part-time or full-time jobs to supplement the allowances made them by the Government to support their families. Some of these found the financial burdens too heavy to bear for the length of time required even in an accelerated college program and thus had to drop out. Some of them, trying to burn their candle at both ends, failed to meet academic requirements. The other group who did not fare well was composed of those who after the excitement and nervous tension of active service, particularly if they had had severe combat duty, could not readjust to the regular and in a sense monotonous pattern of academic life. Some felt out of place with students much younger in years and outlook, and in some instances felt inferior and beyond their depth in studies which they had been so long away from. Thus some of the G.I. students did not see the

way clear to their goal. But few who remember those years would disagree with the opinion that the G.I. Rush was good for the College, the veterans, and the other students.

On November 20, 1946, a longstanding and notable member of the College faculty, Dean Whorten Albert Kline, passed away after a brief illness. A graduate of the class of 1893, Dr. Kline was upon graduation appointed instructor in Latin and remained on the faculty until his death, a span of fifty-three years. When Dr. Omwake was elected vice-president, Dr. Kline succeeded him as dean. All who knew him remembered his impressive appearance, the urbanity and even courtliness of his manners, his gracious and friendly behavior. Apart from his devotion to classical studies (he was a far better Latinist than Grecian) and the delight which he conveyed to his classes in the study of Horace (one of his favorite authors), he was known for his interest in botany, and the great variety of trees which still adorn the campus memorializes his applied knowledge of dendrology. He was succeeded in the deanship by Dr. John Wentworth Clawson, professor of mathematics and another of the grand old men of the faculty, which he joined in 1907.

After thirty-three years as professor of philosophy Dr. Carl Vernon Tower became professor emeritus in 1946. A younger faculty member but one who had been in the center of things since 1925 as administrator and teacher left the scene when Dr. Franklin Irvin Sheeder, Jr., registrar and professor of religion and church history, resigned to become the executive secretary of the Board of Christian Education and Publications of the Evangelical and Reformed Church. Mrs. Sheeder at the same time resigned as instructor in religion. Dr. Sheeder had been President Omwake's right hand man in the earlier years, and as director of admissions and scholarships had close contact with almost every student who entered Ursinus during his time. He was awarded the honorary degree of Doctor of Divinity at the 1946 Commencement.

Another loss to the faculty came through the death on March 17, 1947, of Dr. William Wallace Bancroft. A graduate of the class of 1919, he had returned to Ursinus in 1925 as assistant professor of English and philosophy and also, somewhat incongruously, served as graduate manager of athletics until the advent of Russell C. Johnson in 1930. Dignified, reserved, and very shy, Dr. Bancroft tried with varying success to bridge the gap between his metaphysical concepts couched in sesquepedalian terms and the more matter-of-fact, simplistic thought and language of his students. After his death the College leased his residence as a dormitory for women, and it is now college property.

Physical changes were few. The most striking was the receipt on indefinite loan from the Franklin Institute of the Elihu Thomson memorial telescope, a ten-inch refracting instrument which was mounted on the roof of Pfahler Hall and housed in a revolving dome constructed by Walter W. Marsteller '49, who after graduation joined the faculty as instructor in physics and astronomy.

At the end of the 1947 academic year three veteran teachers became emeriti. Dr. Elizabeth Brett White, professor of history and chairman of the department

The telescope on Pfahler Hall was housed in an observatory constructed of scrap and war surplus material by Dr. Walter W. Marsteller of the physics department. It was used not only for college work, but by civic and young people's groups throughout the country.

since coming to Ursinus in 1924, and also dean of women from 1924 to 1938, retired to be succeeded by Dr. Maurice Armstrong, who had joined the faculty in 1945. Professor Martin Weaver Witmer, who from 1920 instructed, single handed, successive generations of freshmen in the mysteries of rhetoric and tolerable prose until others came to share the burden in the early thirties, also retired in 1947, though not completely, for he taught one advanced course in writing the following year. The third professor to retire was Dr. Jesse Shearer Heiges, class of 1898, who after a long and successful career as dean of Shippensburg State Teachers College, had returned to Ursinus in 1935 as associate professor of education and director of the placement service. Quiet-speaking, experienced, realistic, he brought to the department a thorough knowledge of theory and practice in public education.

Among the many persons who joined the faculty in 1947 several are active members to the present: Allan Lake Rice, now professor of German and Swedish, Alfred Leon Creager '33, lecturer in philosophy and later associate professor of church history and college chaplain until 1970, H. Lloyd Jones, Jr., associate professor of English and associate dean of admissions, Harry C. Symons, associate professor of economics, and William Thomas Parsons '47, associate professor of history.

An interesting addition to the campus came in the spring of 1948 through the acquisition of Fetterolf House under a gift annuity from Miss Hattie Fetterolf. The fine old stone farm house across from Bomberger Hall on Main Street had been the residence of President Bomberger during his first years in Collegeville before he built Zwinglihof (Shreiner Hall). During the eighties and nineties a number of men students lived there, including George L. Omwake, Jesse S. Heiges, and John Lentz, who were later to become president, professor of education, and chaplain respectively. As the College used it from 1948 on for twenty years as a residence hall for men, history in a sense was repeated.

The other physical addition of this time was the construction of the new women's hockey field, soon to be named Evans Field in memory of Effie Brant Evans '18, who had been a member of the Board from 1942 until her death in 1948 and, with her husband, Robert D. Evans '18, had always been an enthusiastic supporter of athletics at the College. The field was named in memory of Mrs. Evans upon the request of the Ursinus Women's Club which at that time contributed $1,000 to its construction. By 1955 the Club had contributed $4,755 in full payment of this project.

The faculty had been reviewing the curriculum in the light of war and post-war experience. As a result of this survey, in 1947 new general degree requirements were set for the class of 1951 and those thereafter. The changes made were modest. The group system was retained momentarily, but in effect by-passed by the departments setting requirements for a major in their subjects. The number of semester hours required for graduation was reduced from 124 to 120. The mathematics-Latin requirement was dropped. All students were required to take a laboratory course in the freshman year (prior to this non-science majors took it in the sophomore year).

The two positive changes were that all students were required to take Economics 3,4 or Political Science 1,2 and a second year of English, composed of Composition 3,4 (a one hour per term course in writing) and a sophomore literature course chosen from a group of three: the survey of English literature (Literature 3,4), the survey of American literature (Literature 19,20), or English novel and modern drama (Literature 17,18). Thus, twelve hours were added to general degree requirements in an effort to insure that all students would, by compulsion at least, gain a somewhat broader general education than had been the case in earlier years. This change meant that slightly more than a third of the student's work was devoted to general education, a second third to the specialization within his major, and the last third to whatever studies he might choose to elect, a proportion only slightly modified by the "Ursinus Plan" now in operation.

Financial progress continued steadily. In 1948 the current deficit, as has been recorded, was finally wiped out. There was no need for short-term borrowing. The Board, realizing that the College's permanent capital was still inadequate, voted to raise $250,000 in additional endowment funds. The Alumni Association undertook to raise $100,000 as the "Alumni Memorial Scholarship Fund" to honor the Ur-

The Effie Brant Evans Field provided a new home for the College's renowned women's field hockey team. The Ursinus Women's Club provided generous financial support for this improvement.

sinus men who gave their lives in World War II. By 1953 this goal was reached.

Since the United States was at war for four years in World War II as opposed to one and a half in World War I and since Ursinus was larger by 1941 than it had been in 1917, its contribution in the later conflict was much greater. In World War II 735 sons and daughters of the College served, and 35 died or were missing in action. Of the 735 who served, 463 were alumni and 272 were non-graduates, most of these latter being students who enlisted or were drafted just before or during the war. Twenty-five of the total were women. The country-wide average of loss through death in the service was under two percent. For Ursinus it was 4.75 percent. Counting from the class of 1914 (Col. George R. Ensminger of that class served) to and including the class of 1945, the 438 male graduates in service came out of the 1412 men in those thirty-two classes, almost one in three. When one considers the fact that many in the older classes were physically ineligible or were working in activities contributory to the war effort, it becomes plain that the record of Ursinus men and women in World War II was one to be proud of.

A homely but essential addition to the physical plant was the sewage disposal plant, constructed in 1949 at a cost of about $45,000. As was recorded earlier, the State Department of Health pressed the administration to construct it at a time when no funds were available. Efforts to have the borough join with the College in building a system for the whole community failed, so the Board ultimately went ahead on its own.

The years 1950 to 1952 witnessed a venturing into three new programs of widely varying scope and success. The first, short lived and least successful, was the fifth year program. After considerable study and careful planning the College initiated in 1950 a fifth year program in which students who planned to teach in secondary school could get most of their professional preparation for teaching after completing four full years of liberal arts study. The advantages foreseen for the plan were that not only could they meet the requirements specified by the Department of Public Instruction without lessening the fullness of their major preparation, but also students who while in their upperclass years made the decision to enter secondary school teaching could do so at a later time than had been possible. Upon completion of the program they would have completed requirements for provisional certification and part of those for permanent certification and would receive a master's degree entitling them to an immediate increment in whatever high school they taught in. The trend in public education at that time seemed to indicate that all teachers in secondary schools would, sooner or later, have to obtain a master's degree. One of the neighboring states had already made it mandatory.

Essential to the success of this program was the approval of the State Council on Education. The College informed and consulted with the Council in every step of the planning, and received complete approval. It was expected that the program would begin with a small registration; the first year (1950–1) there were four students in it, the second year six, the third year four. But an unexpected blow was struck by the State Council in 1954 when it redefined the requirements for the

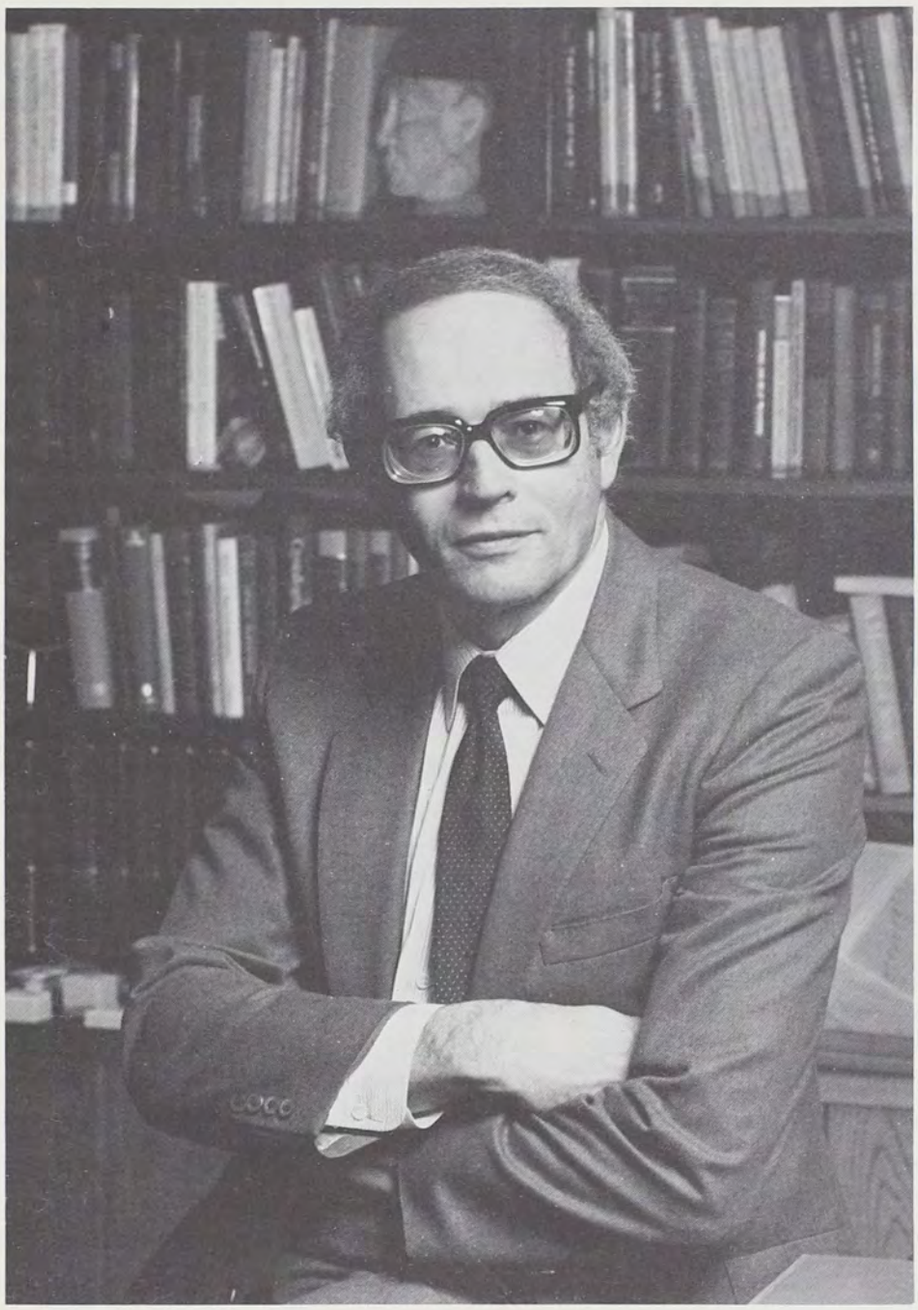
master's degree so as to make the Ursinus program unacceptable. Or so it seemed to the faculty and administration, whose recommendation to end the program after those currently in it had completed their work was approved by the Board in November, 1954. Ironically enough, after Ursinus had bowed to the will of officialdom in Harrisburg, it was later reproached, unofficially, for having given up the fifth year program.

The second new project was the creation of the five-year engineering program given in cooperation with the University of Pennsylvania. In it a student after completing three years at Ursinus as a major in mathematics or physics would move to one of the engineering schools of the University and upon completion of two years of work there would receive the Bachelor of Arts degree from Ursinus and the Bachelor of Science in whatever branch of engineering he specialized in, from the University. Later, the same cooperative arrangement with other institutions, e.g., the Massachusetts Institute of Technology, was set up, and those Ursinus students who have completed the five year program have made excellent records. But the numbers of students entering the program were small from the outset and have remained so through the years. There were fourteen in 1954, thirteen in 1966.

The major innovation of this time was the establishment in 1952 of the Evening School. Its objective was to serve men and women employed in business and industry in Montgomery County by offering evening courses primarily in business administration and in allied subjects useful to such people—economics, political science, history, English, and public speaking. The program was planned to enable a student to take one or more courses of special interest to him either for professional advancement or personal enrichment, to complete in several years a series of related courses leading to the degree of Associate in Business Administration, or to take work which could qualify him to transfer to the day curriculum and satisfy part of the requirements for the Bachelor of Arts or Bachelor of Science degrees. It was recognized that for a person engaged in a full-time position to undertake this last objective meant a long haul demanding great perseverance, but time has justified the decision to make a full collegiate program available.

The program was planned and directed from the start by Dr. William J. Phillips, professor of English, who gave up the position of registrar to head the new school. He has directed the Evening School throughout its history and deserves the lion's share of credit for its great success. Participation in the evening classes began slowly; in the first year there were 45 students, in the second 47, in the third 85. Then it began a spectacular rise. In the fifth year (1956–7) the enrollment was 240, in the tenth (1962–3) 484, and in the fifteenth (1966–67) 872. In the first year a faculty of nine offered nine courses; in 1966 a faculty of about fifty was offering approximately that many courses. The geographical spread was large from the start. In 1953–4 the students came from thirty-three different communities and were employed in forty-five different businesses and industrial concerns, some of which began early to encourage their employees to attend and to pay tuition fees for them.

In 1952 the group system, instituted in 1894 in President Spangler's administra-



Dr. Gerald Maurice Edelman, class of 1950, brought international recognition to the College's natural and physical sciences program in 1972 when he won the Nobel Prize for Medicine for his research on the chemical structure of antibodies. He was on the faculty of Rockefeller University. (Pictured 1984.)

tion when it was a progressive innovation in curricular organization, was dropped by the Faculty on November 5. As has been shown in earlier pages, it had gradually become a vestigial structure through the emergence of departmental autonomy so that long before its official demise it was a dead letter. The change to the system of departmental majors had already taken place.

1952 was marked also by two deaths and a retirement. After a lingering illness Dr. J. Harold Brownback died on July 14. As has already been told, from the time he joined the faculty in 1926 Dr. Brownback had bent all his energies to strengthening the biology department and the program of pre-medical and pre-dental studies. A single-minded, impetuous, dynamic teacher, he saw the fruits of his labor in a steadily increasing number of alumni and former students who entered the healing arts. In 1939, midway through Dr. Brownback's teaching career, the secretary of the Association of American Medical Colleges wrote:

> Ursinus should be proud of the record of its students in medical school. During the past eight years, seventy-four Ursinus students have entered medical school. Of that number only one student failed; sixty, eighty-one percent, came through with a clear record, and thirteen had subject conditions or failures—seventeen and five-tenths percent.

This is a very good record for any school to make. Succeeding years simply improved upon this excellent showing, of which Dr. Brownback was justifiably proud. Aside from his professional career all who knew him will remember his fondness for deep sea fishing and his absorption in all things Pennsylvania Dutch, especially antiques and artifacts of which he had a notable collection. He was succeeded as chairman by Dr. Paul R. Wagner '32, who had been his assistant and colleague since graduation.

Dr. John B. Price '05, whose name has appeared in these annals since the time of his graduation, died on May 11, 1952. A specialist in otolaryngology and author of many articles in his specialty, he served as college physician from 1924 until his death. Students from 1924 on remembered him for his passionate interest in their tonsils, while earlier ones cherished lively memories of "Whitey's" legendary prowess as a player and coach.

Dr. John Wentworth Clawson retired after serving as professor of mathematics for forty-five years and dean for six years, succeeding Dean Kline. Modest, laconic, eminently sensible, he was a man who went about his business quietly and efficiently, suffering even non-mathematically minded fools equably if not gladly. Mrs. Clawson, who had served well as secretary to Dean Kline and then to her husband for twenty-six years, retired in June also. Dean Clawson was succeeded by Dr. Maurice W. Armstrong, professor of history since 1945.

The year 1952 was notable also for the establishment of the David Laucks Hain Professorship of Chemistry, to which Dr. Russell D. Sturgis, chairman of the department, was elected. David Laucks Hain was a student in the Academy in the 1880's, who left his estate for the purpose just named. The endowment for the professorship was $78,000. This was not the first named professorship, for under

the will of Mrs. Henry W. Super her estate was given to endow the chair of church history, but the Hain Professorship was the first to have roughly adequate funds to support it. At the same time the J. Harold Brownback Professorship of Biology was established, the funds for it to be raised by the Board. Dr. Paul R. Wagner, chairman of the biology department, was elected to this chair.

The next year was a quiet one. There were few changes in program, property, or people. The student body was almost exactly the same size as a year earlier. One noteworthy change came in the resignation of Dr. Maurice W. Armstrong as dean, after two years in that office, on the advice of his physicians. In his place the Board named Professor William S. Pettit, who relinquished the office of registrar to become dean. Dean Pettit, as he was after February 1, 1954, had served as assistant registrar from 1948 to 1952 and then as registrar until the assumption of his new office. In his stead the Board elected Professor Geoffrey Dolman registrar, with Dr. Allan Lake Rice as his assistant. Professor Dolman had joined the faculty as assistant professor of English in 1949 and been named assistant registrar in 1952. In 1955 the title of this office was changed to Director of Admissions.

1953–54 was likewise a quiet year, marked only by general stability and steady progress. This was especially true of the financial condition. During the year the College received in gifts and bequests $109,000. President McClure summarized the improvement of the last several years:

> During the last three years the College received in gifts and bequests a total of $372,000. During this three year period permanent endowment funds were increased in the amount of $242,000, and the debt was reduced in the amount of $45,000, a total improvement in the amount of $287,000. During the last six years the permanent endowment funds were increased by $551,000, and the debt reduced by $175,000, a total improvement of $726,000.

When one takes into account that it took from 1870 to 1931 to accumulate the first $551,000 in endowment, the total in 1954 of $1,346,000, though still far from adequate, testified to the accelerated progress of the last twenty-three years. Furthermore, this was the necessary preliminary to capital construction in the next fifteen years.

Encouraged by the bequest of Dr. Matthew Beardwood, the gifts of Dr. and Mrs. George A. Stauffer, and a grant of $200,000 from the Pew Memorial Foundation, the Board decided on February 10, 1955, to proceed with the building of the long awaited women's dormitory group. As has been recorded, the need for it had been forecast by President Omwake as far back as 1916, and in the optimistic years before the depression plans for a group of six units had been drawn by Frank R. Watson, Edkins and Thompson, then the college architects. Later a different plan was made, in the forties, by George M. Ewing. But despite the continuing enthusiasm and fund raising of the Ursinus Women's Club and the generosity of Dr. and Mrs. Stauffer, who made in 1938 the first considerable gift to the building fund, time and circumstance—the war, shortages of building materials, insufficient re-

sources—caused deferment after deferment. "Hope deferred maketh the heart sick." Some who had lived through the years of disappointment could hardly believe that the day was at hand.

New plans, prepared by Heyl, Bond and Miller, providing for three large units connected in an open quadrangle and housing approximately 250 women, were approved. A ceremonial ground breaking was held on Alumni Day, June 5, perhaps embodying a natural impatience now that the project was under way, for at this time the working drawings had not been completed nor had the building been put out for bids. The ceremony had to be held in Bomberger because of rain, but later in the day Dr. Harry E. Paisley, president of the Board, used the shovel used by Robert Patterson at the groundbreaking of Bomberger Hall on April 22, 1891, and turned the first symbolic shovelful.

After further refinement of the plans, bids were received and the contracts awarded on April 5, 1956, the general contract going to Irwin and Leighton. The total of the four major contracts was just over $906,000. Construction began shortly and, despite the delays incidental to almost all building projects, proceeded fairly close to schedule. The three units were ready for occupancy by September of 1957 and were dedicated at the Founders Day Convocation on November 10.

The west unit was named Beardwood Hall in memory of Hannah Beardwood and her brother Matthew, who had been professor of chemistry at Ursinus from

Beardwood, Paisley, and Stauffer Halls, occupied in 1957, met the long deferred need of dormitory space for the growing coed population. Lounges, recreation rooms, kitchenettes, laundry, and store rooms were among the features of this building.

1903 to 1940, and who left the major part of his estate to the College for construction of a women's dormitory. The east unit was named Stauffer Hall in honor of the Rev. George A. Stauffer '94 and his wife Laura, who had followed their 1938 contribution of $10,000 to Ursinus by larger gifts in the succeeding years. The central unit was named Paisley Hall in recognition of the long and distinguished service of Dr. Harry E. Paisley, who was elected to the Board of Directors in 1907, became its president in 1910, and served in that office until his death on May 27, 1961, shortly before the end of his fifty-first year in office. It is interesting to note that from 1872, four years after the founding of Ursinus, to 1969, its Board of Directors had only three presidents, Henry W. Kratz, Harry E. Paisley, and William D. Reimert '24.

The massive stone building (its northern facade is 335 feet long) of Moravian colonial style, housed 243 women, and had besides the usual lounges, recreation rooms, kitchenettes, laundry, and store rooms, three apartments for resident heads and the office and apartment of the Dean of Women. The complex was approved by all, and those women who were assigned to it were the envy of those who were not and of men students who compared the fresh newness and amplitude of the women's quarters with their own rather worn and decrepit "cells" in such halls as Freeland, Derr, and Stine.

During the years that the new dormitories were being planned and constructed, gifts to Ursinus reached a new high and a million dollars was added to the endowment funds. One of the most notable additions was the gift of $226,000 from the Ford Foundation for the strengthening of the educational program and particularly for faculty salaries. Generous gifts of lesser size came from Colonel Lloyd O. Yost '17 and his wife Mildred '20 and from Dr. John Lentz '02, who had served for many years as college chaplain and as a member of the Board. In all, almost 2000 alumni and friends contributed to the College in 1956–7.

A major concern of administration and faculty, if not of the students, this year was the evaluation of the College's structure, aims and achievement by a team of educators appointed by the Association of Colleges and Secondary Schools of the Middle Atlantic States and Maryland. Ursinus was a member of the Association from its founding in 1889 and had always been on its list of accredited institutions, first made in 1921. When organizations such as the Middle States Association began their activities as accrediting agencies, they established objective, quantitative criteria which a college had to meet in order to receive their approval. As we have seen, Ursinus was approved in 1921 despite the fact that the endowment had not yet reached half a million dollars. But experience over the years showed that such criteria might be too high or too low, and in any case were too rigid and artificial to serve as authentic indices of a given college's quality.

By the time Ursinus was to undergo its evaluation in a ten year cycle set up by the Middle States Association, the rationale had shifted to the more authentic criterion of determining what a given institution was attempting to do and how well it was performing its function as it saw that function. Under this philosophy

the vital part of the procedure was a searching self-evaluation of all aspects of the college's work conducted by and among all elements of the college community—administration, faculty, staff, students, and alumni. Armed with the information and opinion thus assembled in the self-study, the team from the Middle States Association would assess the work of the college as it appeared to a group of experienced administrators and teachers so that the college could have a second and correcting view of itself as others saw it, others who were friendly but impartial and who could bring to bear as a means of comparison experience and insights gained in many other institutions.

For Ursinus the experience of the evaluation was interesting and occasionally wearisome. The labor of answering with accuracy and candor the many questions on the questionnaire, at times too inclusive and at other times overlapping, was hard but salutary. It is fair to say that the self-evaluation, while it compelled the assembling of much information of great value which had never been urgently required before, did not reveal any strengths or weaknesses not already recognized by those who knew the College well.

The evaluation team visited the College in the week of February 17, 1957 and Ursinus's accreditation was reaffirmed in May by the Commission on Institutions of Higher Learning. The report of the visiting team was largely complimentary in its assessment. The visitors recognized that where Ursinus fell short of its own announced goals it did so chiefly because insufficient endowment and the lack of completely adequate buildings and equipment prevented it from doing what it knew it should do and wanted to do. At the same time the evaluation was a stimulus to try harder and avoid the complacent feeling that all was being done as well as possible under prevailing conditions. In conclusion Dean Pettit's brief summary of the confidential report may be quoted:

> Approval was unqualified. Recommendations were made for minor changes in organization and procedure, for further increases in faculty salaries, and for increased financial support from friends of the College and from alumni.

A milestone was passed late in 1957 when on December 12 the Library cataloged its 50,000th volume. "Consideration had been given to marking the event with a modest celebration, but instead, the staff went quietly to work on the second 50,000 volumes." Actually because of discards and losses the Library did not have fifty thousand books. Ten years later the Library collection totalled 74,985 books and 50,616 units of microtext, a total of 126,095 items in the two forms. The larger dimension was apparent in other statistics of the College's work. President McClure pointed out in his report for 1955–6 that in the last ten years the College had granted the bachelor's degree to some 1800 candidates. From 1873 to 1936 the College had awarded 1864 bachelor's degrees.

The growth in student body during the years after World War II, modest as it was in comparison with the expansion in many other colleges, accentuated the

The Lorelei has been a traditional Ursinus dance where women invite the men. At Sunnybrook Ballroom, in 1956, Bob Constable was voted King of the Lorelei and crowned by Mrs. D. L. Helfferich.

centrifugal pull on the campus community that began with the first major increase in size in the mid-twenties. No longer did everyone know everyone and share even vicariously in all aspects of extra-curricular life. Signs of the change could be seen in the dying out of old traditions such as the rule that freshmen had to walk around the long side of the circle in front of Bomberger and the established custom that only upperclass men might sit on Freeland steps. Because Thompson-Gay Gymnasium was no longer large enough to accommodate the crowds attending the major dances, the Junior Prom and the Senior Ball were held at Sunnybrook from 1947 on. Fraternities and sororities began holding parties and dances off campus, and the "Y" held its retreats, enormously successful during the next fifteen years, at Camps Fernbrook and Mensch Mill. Much of this change was necessary, but it did indicate that the college community was no longer as closely knit as it had been. The fact that members of the faculty tended to live at some distance from the campus rather than in Collegeville was a sign of the times. Parking became an increasingly serious problem as students, faculty, and staff became more mobile.

On the other hand the sense of a single, close-knit community was not completely gone. The custom of greeting everyone on campus, compulsory for freshmen, was kept up by almost all, students and faculty alike. The problem of communication, so contentious an issue on college campuses in 1969, did not seem so serious a dozen years ago. As a writer in the 1955 *Ruby* commented, "We know Dr. McClure through classes; we know Mrs. McClure through her receptions. Miss Stahr is both a preceptress and understanding friend. We know Dean Pancoast through his classes and his casual, perhaps unexpected trips to the men's dorms. And we know Dr. Helfferich through his capable Curtain Club leadership." Seniors are not infrequently sentimental; yet this statement suggests something of the intimacy of contact that could prevail.

The era was one characterized by national commentators as one of conformity. Students across the nation were described as passive, conformist, supine. If they were, they did not feel any sense of guilt. Fashions of behavior and dress were followed as eagerly as in every generation before and since. "This was the year [1955] bermuda shorts and knee socks invaded the campus." To be enthusiastic about college life and to throw oneself wholeheartedly into it was the in thing. "A new spirit was found at pep rallies as they turned into jam sessions in front of Freeland and eager freshmen led snake dances around campus."

Whether the tenor of a college and the trend of the times is centrifugal or centripetal, no student, as Dr. Helfferich has remarked in his farewell to graduating classes, has the same experience as any other. It is made up in varying proportions of elements such as those sketched in the 1958 *Ruby* at the end of this era:

> The whole Ursinus includes the conglomeration of emotions and experiences which have subtly molded us through our stay. Ursinus is the hurried cup of coffee at morning coffee "clatches" and the daily rush to chapel. It's the quick hand of bridge at the supply store between classes, the chance conversation at a drugstore coffee break, and the all night cram session before that big test. It's the lazy afternoon spent listening to records or reading and the quiet work on a stormy night or a starry spring evening. It's the bull session in the dorm lasting until the early morning hours—the occasional break from the everyday conversation of clothes, dates, courses and complaints when we search for solutions to the unanswerable big questions of religion, ethics, and life, as well as the more concrete problems of ourselves and our future, politics and society.

These elements were more stable than those found in specific extra-curricular activities, which varied in quality and quantity in proportion to the dynamism of leadership in a given year. One of the most consistently dynamic organizations throughout this era was the YM-YWCA, particularly after 1949 when Alfred L. Creager '33 became college chaplain and sponsor of the "Y". A large part of the student body was active in some of its many projects: discussions on social equality, politics, boy-girl relationships, volunteer work in hospitals and sanitariums, clothing drives, vesper services, Lenten services, fireside chats in faculty homes, interfaith seminars, and most popular of all, fall and spring retreats, attended by as many as 150 students. "On October 16 (1955) hurricane Hazel hit Pennsylvania and the

Ursinus Y hit University Camp. It was time for the traditional fall retreat and even the elements couldn't dampen our spirits for volleyball, good food, long hikes, involved discussions and meditation."

Though students in the '50s did not evince the kind of concern popular today, they did have some forms of outreach. Like the "Y", the fraternities and sororities devoted some of their energies to parties for orphans or projects to help the underprivileged. On campus a chapter of Alpha Phi Omega, the national service fraternity, was formed, one of whose first activities was clearing the underbrush in the college woods.

Still, most extra-curricular activities looked inward and centered on the perennial interests of the student body. Sports continued in the pattern already observed. With the exception of particular seasons, football, baseball, wrestling and tennis had stretches of indifferent records, although enthusiasm and effort remained high. Track and cross country, under Raymond V. Gurzynski '39, began a steady ascent to a plateau of considerable success. Women's sports maintained their happily monotonous record of success, capped by the softball team which went undefeated for five seasons (1941–5) and then after a single loss in 1947 and in 1950, resumed its triumphant ways. Under Miss Snell's coaching, Ursinus had been one of the first colleges to adopt the sport. Lacrosse was introduced in 1955 and soon became a part of the established program for women.

Apart from the regular musical organizations, the chorus with its annual production in the Christmas season of the *Messiah* and the outstanding Meistersingers, the late '40s and '50s were notable for popsinging groups like the Stardusters, the Dreamers, the Glenwood Male Quartet, and the '51ers, who even appeared on the new medium, television, billed as "The Notecrackers." After the departure of V12 the band languished for a time but was revived to new vigor and uniforms by the leadership of Dr. Philip and Mr. Jones. A chapter of the national music fraternity, Pi Nu Epsilon, was established in 1956. Clubs for all interests and purposes continued, flourished or dwindled as the quality of leadership and interest of undergraduates determined their destiny. One that would be unlikely in the sixties was the Stuics, organized in 1956 to make Ursinus into an Ivy League college.

Although there was no rule on retirement for administrators, President McClure, who reached 65 in 1958, decided a year earlier to relinquish the presidency. A scholar and teacher by temperament and talent, he had been, as one who knew him well had written, "an admirable if reluctant administrator." This history has recorded the enormous task he faced at the outset and the continuing problems and emergencies created by World War II and, in lesser degree, by the Korean conflict. Conservative and prudent by nature, Dr. McClure realized that the financial position of Ursinus, precarious in the highest degree in 1936, must be improved if the College were to survive and that all other considerations depended upon improvement in endowment funds and elimination of the burden of debt. Consequently, he, and the Board, postponed desired construction of new facilities which would have been impressive and popular with students, alumni, and the College constitu-

ency generally, in order to assure that improvement in money matters upon which the whole future of Ursinus depended. Whether, if the situation had been different, he would have made his administration one of innovations in educational philosophy and curriculum is doubtful, for, as he often stated, he firmly believed in what the College was doing and sought only to make it perform that task better. Characteristically modest, in his final report to the Board of Directors he made no glowing assertions of achievement or reference to himself. Working against the grain, he gave twenty-two stabilizing, steadfast years to the presidency. To quote a statement he not infrequently made about others, "Few have served Ursinus College so long and none with greater devotion."

Handel's *Messiah* has been an Ursinus Christmas tradition under the direction of Dr. William Philip. Professional soloists joined the large student chorus in Bomberger Hall.

Chapter 11

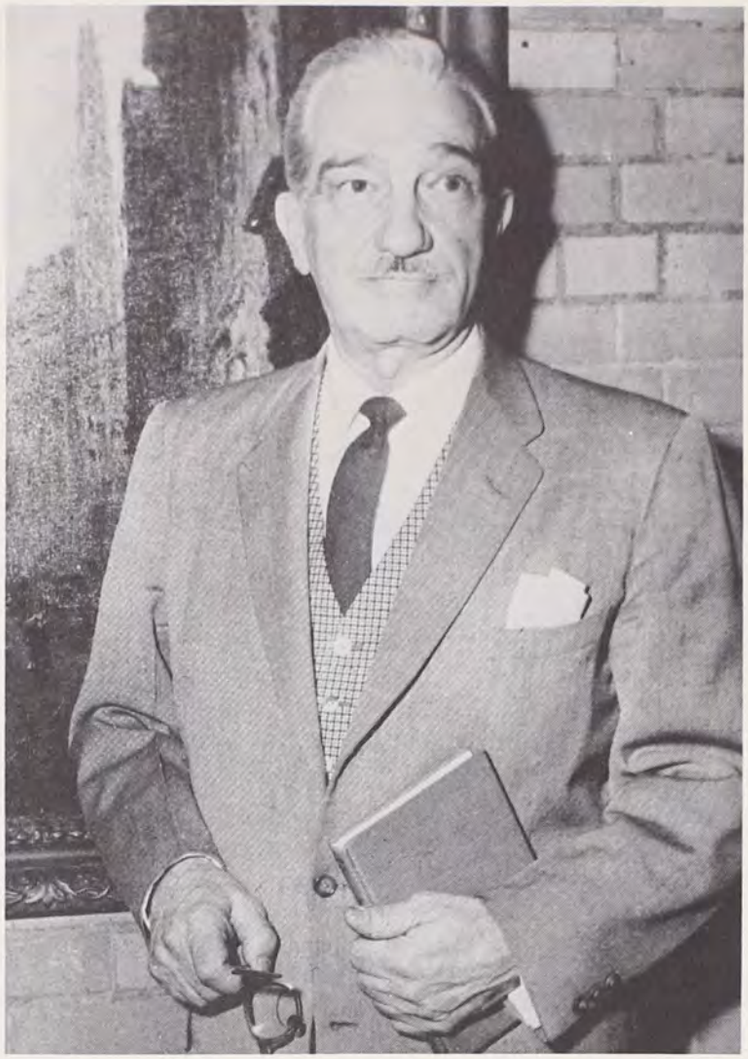
PRESIDENT HELFFERICH'S ADMINISTRATION (1958–70)

ON April 25, 1958, President McClure submitted his resignation to the Executive Committee, to take effect on June 30, and suggested the appointment of a nominating committee to pick his successor. When this committee met, the President, asked for his recommendations, stated that the College was "most fortunate in having an ideal replacement in sight" in the person of Vice-president Helfferich. President McClure cited the constant, intimate teamwork of the past twenty-two years and commented that Dr. Helfferich was conversant with the entire organization and had "demonstrated outstanding capabilities, judgment and leadership—all of which would also make for ease of transfer of responsibility."

The nominating committee and subsequently the Board agreed with this estimate. On June 9 Donald Lawrence Helfferich was elected President, and at the same time Dr. McClure was elected President Emeritus and Professor of English Emeritus. The new president took office on July 1. Since President Helfferich's background and achievements have already been recorded, repetition is unnecessary.

His inauguration took place at a convocation, held November 2, which as he pointed out in his inaugural address served a triune purpose, the others being to honor the founders of the College and to graduate students who had over the summer completed their course. In the address, President Helfferich did not announce a new line of march for Ursinus. He paid tribute to its heritage as having stood the test of time, decried some short-sighted educational theories in vogue in America, and concluded thus:

> There is no difficulty in seeing my course for the future. I have seen enough of the past to recognize the path. Ursinus College of the future must be built on the old foundations. The pervading influence must be Christian. The objectives must be to continue to produce



Donald Lawrence Helfferich, was named President in 1958, after serving many years as Vice-president. His administration was identified with the ever increasing academic and financial strength of the College.

men and women who will strive for excellence in their homes and in the business and social circles in which they move. To these purposes I will devote my energies.

In his first report President Helfferich wrote: "At present I have no specific recommendations to make."

There was a parallel here between President Helfferich's entrance into office and that of President Omwake in 1912. Although Dr. Helfferich had not had the total responsibility that Dr. Omwake had had before assuming the presidency, like Dr. Omwake he had been immersed in the work of the College and the plans for its future, and had helped to make decisions still to be fully implemented. Consequently, neither of them announced a new course of action at the outset, for the course had already been charted.

Shortly, however, President Helfferich gave impetus to a thorough and continuous scrutiny of the curriculum, under the leadership of Dean Pettit, which led to changes and innovations within and beyond departments from 1960 to the present. For a number of years earlier, changes had been few and piecemeal; the curriculum had remained essentially static, except when change came as a response to external pressures such as those exerted by the Department of Public Instruction or the American Chemical Society or as a means of using particular talents or interests of specific faculty members, e.g., the course in Canadian history taught by Dr. Maurice W. Armstrong. Now a more comprehensive and integrating appraisal was to be made.

Even before this self-study got into full swing several changes indicated that the College was aiming at a broadening and enriching of the educational process. The procedures governing study abroad in the junior year were codified and competent students were encouraged to embrace this opportunity. For several years a handful of students had been going to British and continental universities (an Ursinus student, William L. Gotshall '59, won the first fellowship to the University of St. Andrews awarded by the St. Andrews Society of Philadelphia in 1957). Ursinus did not set up a formal junior year abroad program but it cleared the way for this kind of extra-mural experience to take place. In 1960–1 the Special Seminar Course of European Travel was initiated under the leadership of Dr. Maurice W. Armstrong, with ten students taking the tour for credit in its first summer. The summer European tour has continued to the present, conducted during the last several years by Professor J. Douglas Davis, chairman of the History Department since Dr. Armstrong's death on November 21, 1967.

The introduction in 1962–3 of the integrated course in chemistry, mathematics, and physics for first-year students majoring in science was to make a stronger impact since so many of our students major in science. Courses combining two of these subjects, predicated on the vital inter-relationships of modern science, had been introduced in a number of colleges, but C.M.P., as it soon came to be called, was unique in its fusion of three subjects. Dr. Roger P. Staiger '43, Professor Blanche B. Schultz '41, and Dr. Evan S. Snyder '44, representing the three departments in the integration, planned the sequence of lectures and laboratories. The course was given this year to a pilot group of about thirty freshmen, each of whom was majoring in one of the sciences included or in biology and all of whom agreed to take the course in its first experimental year. Care was taken to insure that the pilot group would also be a cross section in terms of general academic ability.

Interest centered on the question of how successful and useful the integration would be and on how difficult it would prove in view of the rigorous demands made in the separate courses it was to supersede. After the pilot group had successfully weathered it, it was offered in the following year to all students majoring in science or mathematics and was made the basic required course in those majors. After several years of full scale operation, evaluation by a faculty committee, which

carefully scanned student reaction to it, showed that while the integration was not perfect, the merits of the course far outweighed the "bugs" still to be eliminated, and its hitherto tentative approval was made final. In subsequent years experience has shown that the mortality in the C.M.P. course is no greater than that in the separate courses it supplanted. However, its value for majors in mathematics was felt to be less than for majors in the sciences, and in 1966–7 it was made an option for majors in mathematics.

Also in 1962–3, Ursinus offered for the first time since the nineteenth century a laboratory course in geology, given on Saturday mornings and open to both day and evening school students. In the first year approximately equal numbers enrolled (26 day, 28 evening) and the course, taught from the outset by Professor Bernard O. Bogert, proved a valuable addition to the curriculum.

Still in this same year the comprehensive self-study already referred to was begun, an examination of the whole pattern of the curriculum and the inter-relation of extra-curricular activities with it and the total educational experience that the College provided, by a committee composed of President Helfferich, Dean Pettit, several department heads, and some younger faculty members. The committee, known for a while as the Core Committee, a name later dropped, met frequently for several years, consulting in the process almost all members of the faculty and considering all proposals for adding to, altering, and in any way improving the educational process at Ursinus. In the President's words the basic aim was "to assure, as far as it can be assured, that an Ursinus graduate will have come to see his college study and experiences as all part of a meaningful and inter-related whole and thus influence both his occupational competence and his relationship to others in the human community." Efforts were particularly devoted to finding curricular means of emphasizing and teaching the inter-relatedness of human knowledge and endeavor through various projected inter- and intra-disciplinary courses and through a general re-orientation of the basic degree requirements.

The work of this committee and the faculty at large, protracted over several years, proved again the truth of the adage that it is easier to move a cemetery than to change a curriculum. Some had hopes that out of it all would come a genuinely revolutionary scheme of education which would project Ursinus into the role of collegiate pioneer. Others were less confident or willing, remembering that inflated claims made for this or that college's "plan" had indeed often proved inflated and that in the cold light of ordinary day many such plans had shown the truth of another, more famous adage, "Plus ca change, plus c'est la meme chose." The outcome was the adoption in 1965 of the "Ursinus Plan", which became operative the next year.

The central feature of the Ursinus Plan is its pattern of pivotal and radial courses. Each subject taught is within one of four divisions—Language, Humanities, Social Science, and Science and Mathematics. Each student must select and pass one pivotal course (two in Language) in each division. Pivotal courses are specified basic courses in certain major subjects, e.g., European Civilization. In

addition, each student must take a minimum of twelve credit hours in radial courses, that is, courses in a division or divisions other than the one of which his major is a part. The pivotal pattern was devised to escape the straitjacket of requiring that all students take certain specified courses when others might provide an equally worthwhile liberal orientation. No longer did every student have to take History 1, 2, or Psychology 1, or "a one semester course in philosophy". The radial program was intended to prevent, but again without rigid prescription of how it was to be achieved, a too narrow specialization within a major or immediately related subjects in the division of that major. The chief results were the freeing of the general degree requirements from a restrictive and limiting uniformity and the increasing of elective time in almost all majors. At the same time the Plan ensured that students would take courses providing the enlarged prospect of liberal education that the former requirements aimed at.

Obviously those who had hoped for a glorious revolution were somewhat disappointed. The evaluation team of the Middle States Association concurred in this opinion. The more cynical felt that the mountain had labored to bring forth a mouse. But this was not the whole truth. What brain storming and discussion had released was an innovative energy which produced a will to try new patterns, a hospitable atmosphere for experimental education itself.

The most interesting manifestation to the present is the Senior Symposium, which was largely developed and coordinated by Dr. Armstrong, who until his death in 1967 played a leading role in the educational "revolution". The Senior Symposium is an elective course "designed to encourage seniors from all departments to apply their accumulated knowledge to some of the major problems of this age". It relies for its chief method on "open discussion of current movements, ideas and values". In the fall term the students read widely from a list of contemporary works concerned not with a subject but with a broad social condition. They meet in small groups (three or four students) with tutors several times in the term to mull over and excogitate whatever their reading and experience have produced that bears on the broad theme for the year. In the second term the whole group meets to hear and discuss with lecturers from various departments, and from outside, the many aspects of the social condition upon which all their study has focused. The course is both comprehensive and free ranging, and hopefully shows how all sorts of knowledge can be brought to bear on and be relevant to an important human problem.

Some thought was given to making the Senior Symposium a general requirement for all seniors as a capstone, a final, unifying experience of their four years. The circumstance that in some programs the addition of this requirement might be particularly burdensome, e.g., for those students who practice teach, and the thought that another requirement, however meritorious, would run counter to the liberalizing and individualizing intention of the Plan combined to make the Senior Symposium an elective. Since its introduction in 1965 about a quarter of each senior class has taken it, and the enrollment is increasing.

In all the discussion incident to the formation of the Plan there was much

consideration of areas of knowledge in which Ursinus had not offered instruction but which it should include. It was apparent that the College could not rival a university in multiplicity of disciplines. The question was what was not being taught that was properly a part of the liberal arts. Again and again the comment was made that apart from literature, drama, and music, the College offered little experience or training in fine arts. It was true that since Wismer Hall had opened, exhibitions of art were held there under the management of Dean Ruth Harris throughout the college year. But the only course in art per se was the one semester course in the history of Western art introduced in 1956 and taught by Dr. Armstrong. The first change came with the expansion of this course to a full year in 1966. In 1967–8 two courses, Appreciation of the Fine Arts, and Painting and the Plastic Arts, were added. Fine Arts became a separate department, and in the following year a studio was set up in Fetterolf House under the direction of Richard O. Sorenson. Further amplification of this discipline is to be expected.

Still another outcome of the ferment created through the Plan was the institution in 1967 of the College Scholars Program, under which qualified sophomores and juniors (after 1968 second term freshmen) are able to earn up to nine hours credit (three in any one term) by doing independent study. This too was conceived as a device to encourage individual scholarship in depth and at the same time to preclude narrow specialization; thus, a college scholar may pursue no more than one project in the department of his major. Tutors in the four divisions have been named, and this program, which has already demonstrated some of its potential, will, it is hoped, serve many good students who have shown a desire for independent study and have free ranging minds capable of sustained research. It is in one sense a preliminary stage to the department honors program in existence since before 1900, though that did not take a pattern similar to its present format until 1904.

Change is still in the air, and further addition to and alteration of the curriculum is imminent. In some subjects the offerings are inadequate or indeed anemic. Fortunately, Ursinus is now in a better position than at any time in its first century to move ahead and make its educational program fully consonant with its purpose and useful to its students and the changing times.

Under President Helfferich's leadership Ursinus also embarked on a program of building unprecedented in the College's history and essential to its continuing progress. The first step was the erection of the new heating plant in 1962. The old boiler house, erected as a service adjunct to Bomberger Hall in 1892, had long since become inadequate to meet the increased need for heat, especially after the building program of 1927–32. It was for this reason that the womens' dormitory group was equipped with its own heating system when it was erected in 1957. The boiler house's function as the center of the college water supply had ended in 1936 when Ursinus connected with the borough water system. But the campus electrical grid, which also centered in it, had been stretched to the breaking point. No new construction could begin until a new center for electricity and heat was erected.

The site selected was next to the maintenance building on the east edge of the campus. The new plant, designed by Bond and Miller and engineered by John W. Furlow Company, was built in functional architecture of glass and stone, the latter matching that of the womens' dormitories, at a cost of approximately $800,000. Equipped with automatic controls it had three and one half times the capacity of the old boiler house and was designed to be readily expanded when the need for greater capacity should arise.

During its erection the campus was chaotic. New tunnels for heat and electric lines had to be dug in all directions, and one could park his car in a seemingly safe place only to find three hours later it was hemmed in by newly dug trenches, for the services were extended not just to existing buildings but to planned building sites, for example, that of the proposed dining hall. But all was gladly endured for the sake of progress.

Hardly had the heating plant been completed and put into operation when the dining hall complex was begun in 1964. This too was an absolute necessity, for the continuing increase in resident students had been exceeding the capacity of the dining rooms in Freeland Hall, and the kitchen, last remodelled in 1927, was completely outmoded and could be kept sanitary only by extraordinary efforts. Student waiters who had to carry loaded trays up and down a long flight of steps had their own reason for hailing the decision to build.

The new hall, also designed by Bond and Miller, was a revolutionary change from the semi-colonial style of the buildings erected from 1927 on, especially the womens' dormitory group, its nearest neighbor. Described as pentagonal in the *Alumni Journal*, it has fifteen sides, thus forming an angular circle. The rotunda, containing the main dining room, has seats for 580 persons, while about 500 more can be seated in the peripheral rooms. The design provides for either waiter or cafeteria service.

More purposes than food service were planned, for in addition to the large lounge, called the Parents Lounge, on the main floor, the lower floor contains an auditorium, seating over 300, suitable for lectures, forums, and musical events, five classrooms, and four seminar rooms, together with kitchen storage areas and other facilities. Though it is primarily built of steel, concrete and glass, the stone work on five of the sides and around the rotunda key in with that of the womens' dormitories nearby.

Construction of the building costing about $1,000,000, began on May 13, 1964, and proceeded apace. Foundations were laid and the structural steel erected by September. It was completed on time, and first used in August, 1965. Several months later, on Homecoming Day, November 6, the student facilities building as it was now called was named Wismer Hall in memory of Ralph Fry Wismer '05. Mr. Wismer, who had died on September 10, 1962, was a member of the Board of Directors from 1938 and treasurer of the College from 1941 until his death. He and Mrs. Wismer had supported the work of Ursinus through these years, and at his

Wismer Hall, opened in 1965, provided modern food service facilities as well as lounges, an auditorium, seminar and class rooms. It was the first building at Ursinus to be partially financed from public funds.

death the College inherited his estate. An astute and reasonable man, who gave time, talent and treasure to his beloved alma mater, he well deserved the tribute thus paid.

The building was made possible through the generosity of others also—the gifts of the many alumni who contributed to the special campaign for capital improvement then in progress (which will be referred to later), and a grant from the Federal Government of $169,000 towards the educational facilities incorporated in it. This was the first building at Ursinus to be partially funded from public funds.

A few months after the completion of Wismer Hall, on February 24, 1966, excavation was begun for a dormitory unit to link Brodbeck and Curtis Halls and provide an adequate lounge for the men residents there. Built of Chestnut Hill stone like the dormitories it adjoined, it provided additional housing for twenty-four men. It was named Wilkinson Hall, in honor of Joseph C. Wilkinson, a generous supporter of the College in recent years, whose gifts together with money from the Alumni Centennial Fund made it possible.

Almost unnoticed by alumni till completed was the building of the dormitory complex for men on the west campus—for alumni were not solicited for contributions as they had been for all earlier buildings. Built in 1966–7, of the same blend of stone as Wismer, the womens' dormitories, and the heating plant, it was erected by a private corporation, the cost to be amortized over the years out of revenues from fees. The rooms are arranged in suites holding eight men, each group of four bedrooms sharing a living room and bathroom. To the chagrin of the women living

Wilkinson Hall linked Brodbeck and Curtis Halls in 1966, adding more dormitory space for men and a lounge on the first floor.

in Beardwood, Stauffer, and Paisley, who up to this time had thought their accommodations the last word, the new mens' complex, which is as yet unnamed, is completely air-conditioned. With a capacity of 252 men, built around a small quadrangle, landscaped with trees and bushes, it set a new standard for living quarters. It is known simply as the New Dormitory.

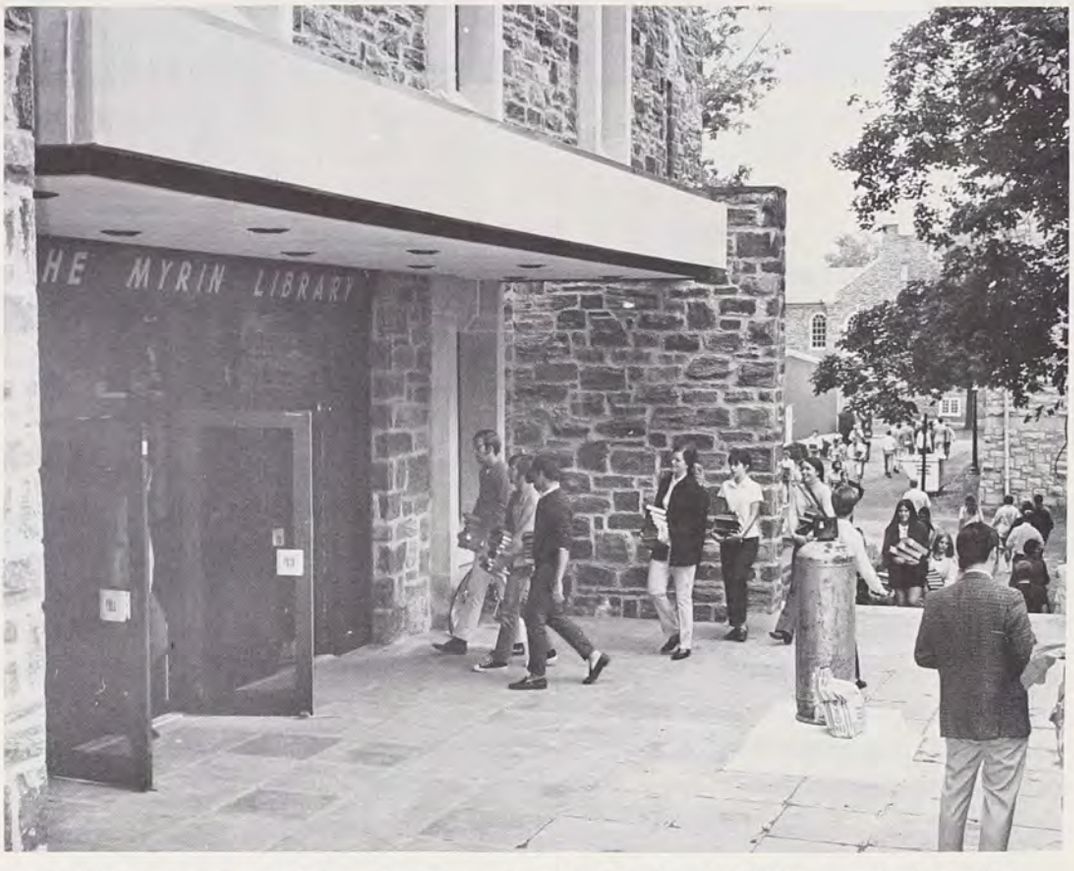
Further facilities for students were on the way. Opening its doors in the fall of 1966 where the old boiler house and supply store had been, a pre-fab building provides a separate Supply Store and Student Lounge. This is looked upon as a temporary expedient until the Alumni Memorial Library becomes the Student Union. Another temporary expedient was the $5,000 remodeling job on the library, adding a reserve book room upstairs, and in the basement more study space and stacks. The library was bursting its seams. It was necessary to store books elsewhere on campus. In addition, the science departments were clamoring for more space, and there was a pressing need to enlarge and consolidate the offices of administration.

The answer to all these demands was not long forthcoming—a great fund-raising campaign was begun, numerous committees were appointed to form plans, and by October 8, 1968, the *Weekly* proclaimed "Ursinus is in the throes of a building

revolution." From the East to West campus, the paraphernalia of the building trades took over.

The excitement started in the heart of the campus. On September 23, 1968, a contract had been signed for razing the Freeland-Stine-Derr complex to make way for the new library, financed by a $645,000 grant and an $895,000 loan from the federal government. Two months later, on November 20, 1968, the campus was electrified by the appearance of a wrecking crew tackling the one-hundred-twenty-year-old, memory-filled Freeland Hall. Within a week the ancient landmark was gone. Its functions had already been assumed by Wismer Hall and the New Dormitory. Now its space was to be filled by a new library—bringing new memories and traditions to the heart of the campus. A student in the *Weekly* had written regretfully, "Freeland was a study in vertical and horizontal lines that pleased my eye. I hope the library can fill the same place."

For twenty months stonemasons and carpenters and their ilk worked away to put the new "vertical and horizontal lines" in place, using mellow Chestnut Hill stone and masonry that those looking through Eger Gateway should find some-



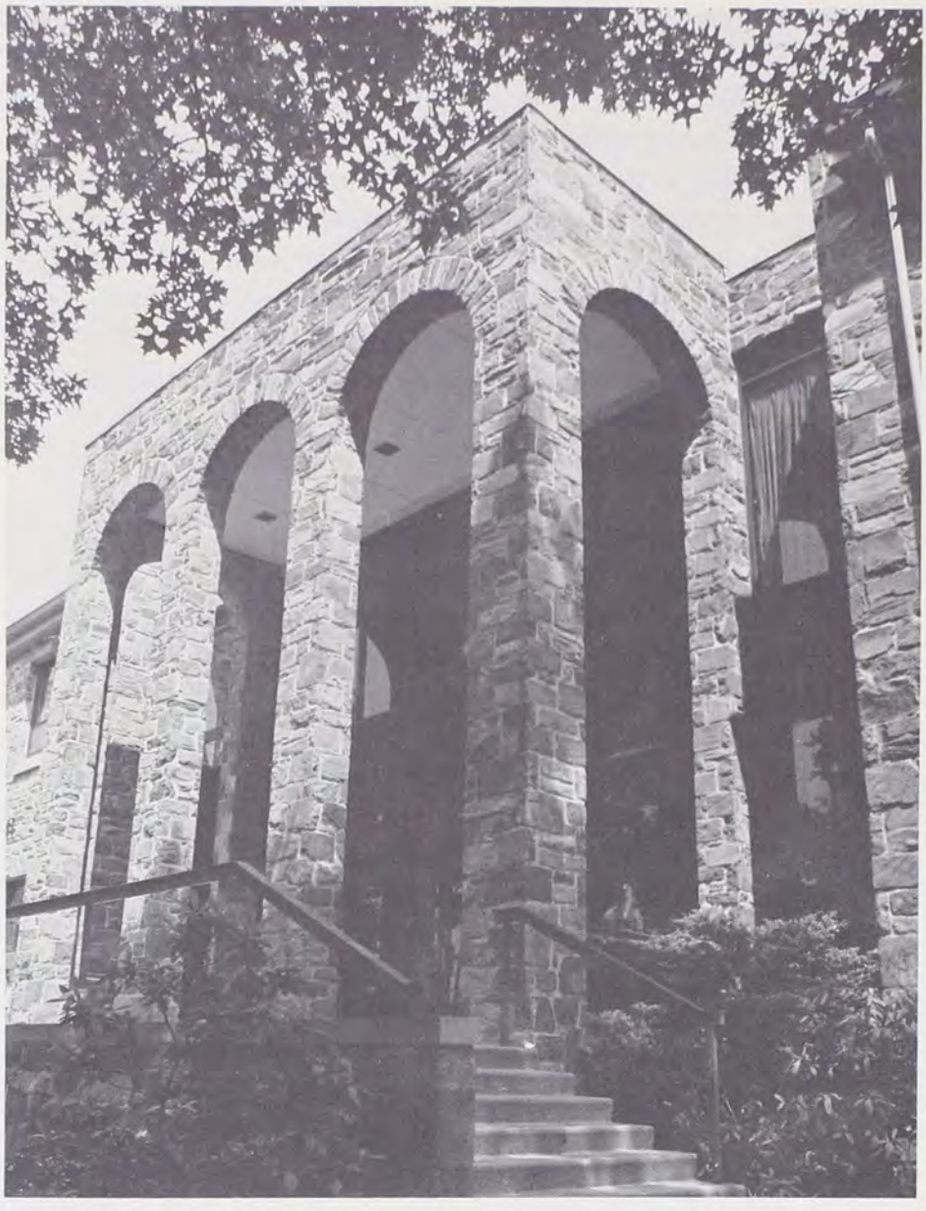
Myrin Library, opened in 1970, provided modern facilities for the College's collection, with generous space for study, seminars, and non-print media. In preparation for its opening, students, faculty, and staff carried the books across campus from the Alumni Memorial Library.

thing "pleasing to the eye." Spacious is the word for Myrin Library. The 95,000 volumes and hundreds of periodicals can spread over four floors, stored in stacks with a 300,000 volume capacity. There is four times as much reading and study space as formerly. The main floor has areas for reference, current magazines, circulation, technical services, and administration. Above are more stacks and reading areas, plus a listening room, the Founder's Room, and the Ursinusiana Room, presided over by Mr. James Rue. On the third floor are stacks and reading space, a map room, a seminar room, and special art reading rooms. The basement has the periodical collection, storage and receiving, a vault, and a room for storing and reading micromedia. The architects were Bond and Miller; the builder, William D. Ehret; and the $2,231,000 building was ready as planned by the fall of 1970. It stands a fine and enduring monument to the Centennial Year and the administration of Dr. Helfferich.

At the time of the announcement of the contract for the new library, a further announcement was made that bids were out for an administration building and a science building. The East campus soon became full of bustle as the first of these arose. The stone building with its tall front pillars became the first of the three edifices to be ready for occupancy. By late December, 1969, the offices began to be filled: the president, the vice-president, the deans, the Admissions, Summer and Evening Schools, Alumni Office, treasurer, business management, educational placement, public relations and development—all set up for business. Down in the basement went the copy center, supplies, mail, and even some faculty offices and classrooms. Once again, the architects were Bond and Miller, and the builders Irwin and Leighton.

This same team was busy at the same time at the other end of the campus on the new Life Sciences Building. A $500,000 incentive grant from the Longwood Foundation had encouraged the contribution from private sources of $820,000, assuring the creation of this much-needed addition to the science facilities. By the start of the fall term in 1970 the Biology and Psychology Departments had taken over this $1,320,000 cream-colored functional structure, with its class and research laboratories for genetics, micro-biology, vertebrate study, cystology, general biology and botany, on the first two floors. On the top floor, the Psychology Department has labs and classrooms, plus environmental chambers. Still to be built, for which plans have been drawn up, is the Health and Physical Education Building. A $230,000 federal grant under Title I of the Higher Education Act has been earmarked for a start in the financing of this enormous new facility, with its three basketball courts and swimming pool. It is expected to cost $3,481,600.

Cost—that is the key word in a period of expansion such as this. For the financial story, we return to the year 1962, when the first of the new buildings arose—the heating and power plant. In January of that year the Alumni Association Loyalty Fund Committee celebrated its tenth year by instituting a $500,000 Capital Funds Drive. By the summer of 1965, Dr. Robert Bateman '31, chairman of the committee, announced this drive was successfully completed. At the same time,



Corson Hall, occupied in 1969, concentrated the college administration in one location for the first time, freeing space in other buildings for classrooms.

George S. Spohn '42 was chosen to head an Alumni Centennial Fund Campaign, which would last for a period of four years (1965–69) and would include all alumni contributions for that span of years. This later became a part of the All-Ursinus Anniversary Drive of 1967–70, which was planned to raise $2,900,000 by the end of the Anniversary Year towards the new library, the science building, a student center, and a physical education facility. Headed by national chairman Paul I. Guest '38, this drive "would be placed before all friends and supporters of Ursinus as a

challenge equal in importance to the College's One Hundredth Anniversary. As it gets under way the leaders of the drive are already assured that a sizeable portion of the money needed will be forthcoming from key supporters." This confidence was justified, for the drive passed its goal on schedule, June 30, 1970, with actual gifts and pledges totalling $2,941,288.28. This drive became known as Stage I of the Ten Year Financial Development Plan. Stage II is the Ursinus Development Council, formed on the organizational structure of the Anniversary Drive, on a permanent basis, responsible to the Board of Directors and composed of board members, alumni, parents, neighbors, and corporations and all other groups with an interest in Ursinus. To this type of support, the College had added federal aid. "We may not like it, but we cannot realistically do without it." A generous contributor through the years, the Ursinus Women's Club contributed, during the Centennial Year, $10,000 towards furnishings in Wismer Hall and for the Ursinusiana Room of the new library. Mrs. J. Harold Brownback has been its faithful treasurer since 1936. One more note on plans for the future: "A Phase II Development Plan for 1970–1977, its goal Teaching and Scholarship Improvement, has already received some gift income."

Change on the campus was not confined to buildings. The years in which there was such immense gain in the physical plant saw an immeasurable loss in personnel—through the passing of so many beloved and distinguished members of the faculty. In March, 1960, the Romance Language Department lost its chairman, Dr. Alfred Miles Wilcox; in November of 1962, Maurice O. Bone died after 33 years in the Economics Department; in October of 1964, Dr. Charles David Mattern, head of the Philosophy Department and a part of the campus life for 27 years, was stricken with a fatal heart attack; in January, 1963, Dr. Norman E. McClure, after five years retirement from the presidency, during which time he continued to teach Shakespeare and Anglo-Saxon, became another on this sad list. Two years later, in July, 1965, James Minnich, Director of Placement and Teacher Education for twenty years, passed away. The College lost still another valued member of the faculty when Dr. Maurice W. Armstrong, for twenty years head of the History Department, died in November, 1967. What these men brought to Ursinus in years of dedicated service is incalculable. They live on in the memories of those whose lives they touched "while gladly did they learn, and gladly teach."

Retirement brought changes also. James Lane Boswell retired in 1960, continuing to teach in Evening School; and the following year George R. Tyson became emeritus after 34 years of working in behalf of future teachers. The Chemistry Department bade farewell to the professor who had helped it to grow during thirty-nine years, when he retired in June of 1964, having been that year the recipient of an honorary degree from the University of Delaware, his alma mater. Dr. Russell D. Sturgis, after four years retirement, died in 1968. In 1965 Dr. Frank L. Manning completed thirty-five years in the Mathematics Department. Dr. Foster L. Dennis '31, then headed the department. Two years later, it was Dr. William J. Phillips who retired from teaching, but continued as Director of the Evening School until 1970. He had joined the faculty in 1947.

Another well-known figure on campus, so influential for many years in athletics, was given a farewell dinner on April 17, 1970. Miss Eleanor Snell, retiring as of June, 1970, continued to coach softball and hockey. Not a faculty member, but filling an important post on campus, Miss Camilla B. Stahr left Ursinus as Dr. McClure ended his administration in June of 1958. A graduate of Wilson, with an honorary degree from Ursinus, Miss Stahr had been a much loved and admired dean of women for 21 years. Mrs. James Harris (Ruth Rothenberger '36) has proved to be a worthy successor.

Three years after Dr. Helfferich took office, a man whose devotion to the College spanned 54 years, Dr. Harry E. Paisley, died in his ninety-seventh year, on May 27, 1961, on the very day the Board was meeting to elect him for his fifty-second term as chairman. Dr. McClure said on the occasion of the celebration of his fiftieth term:

> Throughout a half century as head of the Governing Board of Ursinus College he has done more than any other man to shape the history of the college. During those years the college has grown immeasurably in strength, in influence, in reputation. . . His wise and steady leadership has been of inestimable service to Ursinus.

Elected to his place was William D. Reimert '24, son of Rev. William A. Reimert '98, and managing editor of the *Allentown Call-Chronicle Newspapers,* who had been a member of the Board since 1947. Dr. Reimert brought to the College the same wisdom and devotion which had made him outstanding in the field of journalism and in his work as a public-spirited citizen active in his community. It was a great loss to Ursinus that he was not to continue the record for longevity attained by his predecessors; after eight years of distinguished service, Dr. Reimert died in October, 1969. Dr. Theodore Schwalm, a member of the Board from 1963, was then elected chairman.

Meanwhile, new faces were constantly appearing on campus—both replacing and adding to the staff, swelling the numbers in various capacities. A look at the catalogue for 1958 reveals a faculty and administration of 57; by Centennial Year this had jumped to 85.

One of the projects upon which both faculty and administration spent a great deal of time and thought was the second evaluation of the College by the Middle States Association, which took place during 1968. The evaluating team spent from February 11 to 14 on campus and discovered that Ursinus College "presented a picture of solid accomplishment." Said Dr. C. William Huntley, chairman of the eight member team:

> While many are predicting the early demise of the liberal arts college, it is both encouraging and refreshing to find a college which somehow seems to be characterized by a spirit of courage and optimism.

The process of evaluation was begun more than a year before by faculty and

administration getting together a lengthy summary giving a portrait of the College as it saw itself. The evaluating team mentioned the tremendous transformation in the decade since the last evaluation, noting:

1. The forceful leadership of the president, Dr. Helfferich.
2. The steady progress in faculty salaries.
3. The important additions to the physical plant.
4. The great support of dedicated Board members.
5. The significant number of graduates making the Annual Giving Program an appreciable factor in the operating budget.
6. An uncommonly prudent financial management.
7. The high level of dedication characteristic of the faculty.

The atmosphere of the campus struck the evaluators as one having a strong identification with the values of the church, leading to a "pervasive kindliness and concern for the well-being and growth of the students." They also noted "an insistence upon a strict code of personal conduct and conformity somewhat unusual in today's permissiveness."

A few recommendations were made:

1. For scholarly activity in "intensification of intellectual excitement" (creation of a Research Fund is part of a ten-year program as is also an increase in the educational budget and a limiting of the teaching load).
2. Promotion and tenure (an Advisory Committee of faculty and administration was suggested to work on recommendations for tenure, salaries and promotions).
3. Administrative structure—a re-alignment of teaching and administrative functions was suggested, as also an age and service limitation of Board members.
4. Curriculum: the greater flexibility resulting from the Ursinus Plan was commended, but further innovations with the help of consultants and a greater amount of released time was suggested to coordinate details and solve problems resulting from curriculum revision.
5. Library plans for the new building were endorsed. (Ten-year plan includes a $500,000 gift income to budget new books.)
6. Student affairs: A Dean of Students "to coordinate details and direct entire student life program" was suggested.
7. Financial aid: cite a need for increases in scholarship funds. (Ten-year plan calls for a $2,300,000 increase.)
8. Admissions: commended but urge more diversity in race and background and planning for Community College transfer.
9. Fiscal matters: the Committee said the College showed an enviable position of financial stability and sound management practice perhaps in "some measure because its chief officer is widely experienced in the business world."

10. Fund raising should be under a single coordinating agency (steps had already been taken before the evaluation; this is now set up and in operation).
11. Physical facilities were highly commended and the College concern about efficient use of older, smaller dormitories and the need for better provision for faculty offices was concurred with. The evaluation team report concluded by stating:

One leaves the campus with the feeling that if Ursinus can continue the growth in quality which has been true of the last quarter century, its future is secure.

As the staff and buildings increased, so did the student body. The 1959–60 Directory lists 866 students plus 258 in Evening School. Ten years later, the Centennial Year Directory records 1,122 with an Evening School of 975. A glance at the later catalogue gives evidence that even with the large, new, on-campus dorms, a number of former private residences are still serving as off-campus dormitories. Women are now living along Main Street in Shreiner (602), Duryea (612), Clamer (409), Hobson (568), Todd (724), and in four added during this administration: Keigwin (513) added in 1963, Olevian (640) 1967, Schaff (646) 1967, and 777 Main Street, added in 1969. Men are housed in Maples (512), Fircroft (930), and two recent additions, Isenberg (801) and Omwake (701), the former bought in 1960, the latter in 1964. Besides these, the homes of several townspeople provide rooms for students, and also Studio Cottage, long a part of the college scene as the home of Miss Marian Spangler '03, beloved teacher of music for many years.

Bursting colleges and bursting-out students had been part of the picture for the sixties all over the country. Both these facts were strongly influenced by the draft and the unpopular undeclared war in Vietnam. The colleges were affected by racial problems as well, and by such happenings as the assassinations of President John Kennedy and Dr. Martin Luther King, Jr., and events on other campuses, especially the Kent State affair. Ursinus reacted mildly to these events, and was not subjected to the destructive actions elsewhere evident. One can trace, however, in examining the *Weekly* of this decade, a growing desire for freedom from authority and opposition to the "Establishment". An editorial for February 16, 1959, expresses disgust with students who have caused $100 worth of damages to choir gowns by hanging them on a flagpole, to a student's driving a car on the Athletic Field, and to those who were "cutting the campus" wearing a path in the grass against all Ursinus tradition. "In my four years at Ursinus, I have never seen anything like this before." Again one reads, "Perhaps we are not all Christian witnesses, but we can be aware of the ethical and spiritual demands made by a church-related college; and in our choosing of Ursinus we are responsible for making ourselves concerned with its purpose." One finds the Peace Corps being discussed, and as early as June, 1961, an editorial begging the College to "become more modern and less traditional." One writer indeed states that "All we need among the students is one good beaver gnawing the wooden stilts supporting the college."

Critical attitudes and protest against the accepted way slowly creep into the picture, a sort of germ that spread from college to college. By 1963, the question is raised in the *Weekly*, "Can a college have compulsory chapel and still be Christian?" The problem was met first by lowering the number of required services. Friday was declared free—the upper classmen attended chapel on Monday and Wednesday, lower classmen on Tuesday and Thursday. Soon one of these two became voluntary; then, in 1968, six forums stressing ethical, moral and aesthetic topics replaced chapel entirely. Two of the forums were compulsory each semester, and a voluntary religious program was held every Friday at 12:30 P.M. Thus a tradition of ninety-five years standing bowed to the changing mores of American life. In October, 1969, great indignation was expressed in the *Weekly* because at the opening assembly of the college year, a required meeting, a hymn was sung—as though this were an infringement on the students' right not to have to attend chapel. So great was the change in attitude from that aforementioned editorial on how to behave in a church-related college of the 1959 *Weekly*, to this one of 1969 protesting being required to sing a hymn!

The next freedom asked for, not counting the perennial requests for open dorms and drinking, was freedom from a limited number of classroom cuts. In 1969–70 this complaint was met by the following decision on the part of the administration and faculty:

> While urging regular class attendance, the College at the same time desires to allow the students an opportunity to develop a personal responsibility toward academic work. To take effect in the second semester, the student will be held accountable for all work missed, and can be warned and reported to the Dean if class absence is contributing to poor work, but there will be no limit placed on the number of cuts taken by the student.

The Student Government came under fire also. We read in the *Alumni Journal* for 1969 in the President's report:

> The new Student Government Association which has superseded separate men's and women's organizations has had its second year of operation. The reorganization of student government was designed to give it a more effective role in the life of the campus and to focus both students' responsibility and privileges more sharply. I believe that USGA has made strides towards realizing its full potential, but that it still has a distance to go.

A study of the YWCA and YMCA of this period reflects the changing attitudes of the students toward established religious organizations resulting in a continuing deterioration of these bodies from a position of respect and influence to one of struggle to function at all.

To be sure, there was no continuous guidance from a faculty member living in town and a part of the campus scene as had been the case previously. When, in 1969, Rev. Milton Detterline became the Alumni Secretary as well as College Chaplain and undertook the "Y" as part of his assignment, the result as expressed in the

Weekly was "While in the last several years a few people spoke of the Y on campus, most asked what it was; however, this year a greater number of people not only knew it exists, but became involved in the program." Their interests included volunteer work at St. Gabriel's Hall, Norristown State Hospital, Penn Village, and Pennhurst, coffee houses over weekends, and the "Ursinus Christian Fellowship."

Actually, changing attitudes at Ursinus were more evolutionary than revolutionary, and there were no such confrontations as were widespread in other colleges. This was the result of an astute and sympathetic handling of student demands. When the editor of the *Weekly* averred that "Students can no longer be held in subservience as groundlings for oppressive administrations," a reply to this was evident when there was notice a few weeks later that a Student-Faculty-Administration Relations-Committee was set up December 14, 1967, to be a "channel to promote better understanding". As a means of achieving this understanding, the *Weekly* would publish all the committee's proceedings. Topics subsequently discussed included student drinking, evaluation by students of the faculty, an honor system, and a revision of college rules.

In December of 1968 a further measure was taken, when it was announced that there would be student and faculty representation on the committees of the Board of Directors as follows:

2 students, 2 faculty on the Longterm Planning Committee
1 student, 1 faculty on the Governing and Instruction Committee
1 faculty on the Honorary Degrees Committee
2 faculty and 2 students on the Building and Grounds Committee

All the above representatives were to be selected for their interest and ability. The following spring a conference was held over a weekend at Skytop in the Poconos, made up of eight students, five members of the Board Committee on Governing and Instruction, a member of the administration, and a faculty member. The discussions centered around "What is it that the students are desiring?" At that time, the students were leaning toward the European idea of complete freedom—open dorms, no curfew, no chaperones in dorms, drinking on campus and so on. That is, those who were vocal had these wishes—plus a feeling that they should have more to say about the choices of curriculum and of faculty.

However, most students were simply living the standard student life and enjoying it, joining in the extra-curricular life as studies permitted. Clubs and societies flourished. Newcomers were the Outing Club, Psychology Club, Young Republicans, Bible Study Fellowship, and the Agency, devoted to bringing professional talent to the campus. The *Messiah* was sung for the twenty-fifth time in December, 1962, and went on under the baton of Dr. William Philip to bring joy at Christmas time, and the Meistersingers sang their concerts in the spring. May Day changed to Spring Festival in 1962. By 1964 we find men included in the dance groups and the band taking part. Dramatics moved to theatre-in-the-round under Dr. Gerald Hinkle, and to further experimentation with modern plays as the Curtain Club

became the pro Theatre under Melvin Ehrlich. Honorary societies were added: for science, Sigma Chi; for psychology, Psi Chi. And on March 31, 1966, the first seven Chapter Scholars were named "in recognition of their intellectual achievement."

Meanwhile, athletics flourished. The story of women's athletic prowess is a proud one. As the Centennial Year was drawing to a close, we read in the *Weekly:*

> Miss Eleanor Frost Snell, head field hockey coach, professor of physical education and coach of many other women's sports, will have a testimonial dinner given her at the Holiday Inn. Miss Snell, who has never had a losing hockey season in 38 years, and is the owner of an incredible 191-60-29 lifetime hockey coaching record (48-2-1 over the past 8 seasons), is retiring at the end of the current year.

All the players of the Centennial Year hockey team placed on one of the All-College teams. Winning teams were not just in hockey, to be sure. The badminton team in 1962 boasted a seven year undefeated record. This was not true again until in Centennial Year the team once more finished an undefeated season under Coach Adele Boyd '53. The team then completely dominated the competition at the Second International Badminton Tournament. The lacrosse team, in a sport instituted in 1957, did not lose a game until 1964, and placed three players on the United States Touring Team in Britain. During Centennial Year, the record was 7-1-1. Marge Watson '52 was the coach during this decade. The tennis team had three undefeated years in a row (1958–60), some uneven seasons, then finished with a 7-2 record in Centennial Year under the coaching of Dr. Robert S. Howard. With no pool of its own, the swimming team had its ups and downs, but managed an undefeated season in 1968, and finished 6-2-1 in Centennial Year under Coach Hefner Van Horn. Women's basketball ran up a record five seasons with only one loss, under the direction of Coach Judith Moyer '60.

As for the men, the *Weekly* for May, 1970, bears quoting here:

> After many seasons of finishing well behind their feminine cohorts, Ursinus College's male athletes came into their own this year with a 61-44-4 record. Seven of nine varsity squads won 50% or more of their matches and two championships were garnered along the way.

The article then reports that in the fall, cross-country made a record of 11-1 and won the MAC championship (Coach Raymond V. Gurzynski '39), football 5-2-1 (Coach Richard J. Whatley), soccer 6-6-1 (Coach Donald G. Baker); in the winter season, wrestling 1-9 (Coach Frank C. Videon '66), basketball 9-9 (Coach Warren Fry); in the spring, baseball 5-10-1 (Coach H. R. Taylor), track and field 10-0 (Coach Gurzynski). The tennis team had its best record in twenty years under Coach Howard 7-4-1. The new golf team added a record of 7-3 with Coach Foster L. Dennis '31. The Centennial Year was pronounced by Everett M. Bailey, Director of Athletics, as "a very good year" with reason!

As a matter of fact, the male athletic record had been improving steadily through the decade. The Bruins Club, founded in May, 1966, "to help recruit good students who are athletically inclined", in 1969 presented a gold shovel and a check for $2,000 to encourage the building in the near future of a new physical education center. Mention should be made that at the beginning of this decade, in 1959, Sieb Pancoast had been tossed in the shower to celebrate the 100th victory of his baseball coaching career. When he retired in 1964, he had a record of 160 winning games.

Events other than athletic victories made Centennial Year (from June 9, 1969, to June, 1970) a memorable one. On June 9 at Commencement exercises President Helfferich declared the beginning of this year-long celebration and bestowed honorary degrees on the following persons: William F. Buckley, Commencement speaker; Navy Captain Thomas Parham, Jr., Baccalaureate speaker; and two alumni, Eveline B. Omwake '33, daughter of the sixth president of the College and professor of child development at Connecticut College, and the Reverend John Poorman '03, retired church administrator. Clark Kerr said in the keynote address before the liberal arts seminar on June 6 that he was initiating the "Centennial Celebration of Praise and Appraisal—the keynote of which are the words of Michael Faraday engraved on Pfahler Hall: 'But still try, for who knows what is possible'."

At the Founder's Day Convocation on November 2, Dr. Gustav Benrath, author of works on the Reformation and of a history of the Reformed Church, came from Heidelberg, Germany, to speak on Zacharias Ursinus, the great churchman for whom the College was named. President Helfferich then conferred on him an honorary degree. Also receiving degrees were Dr. William Fowle, Headmaster of Mercersburg Academy; pastor Grant Harrity '46; Marian Spangler '03, daughter of the third president of the College; and William S. Pettit, Professor of Chemistry and Dean. The year 1970 was ushered in with a great event—the Newcomen Society honored Ursinus College on its centenary at its two hundred and forty-sixth Benjamin Franklin Birthday Dinner at the Franklin Institute in Philadelphia on January 15. On this occasion, President Helfferich said:

> We remain convinced that it will serve America well for at least one small independent college of quality to be educated in a pervasively conservative atmosphere.
>
> For Ursinus to go along with the liberal tendency found on most similar campuses would be to cut itself off from its own best traditions and to abdicate a role in higher education that deserves to be played.
>
> We believe that Ursinus, having decided on its particular role honestly and reasonably in high terms, will find adequate resources for its work, and high-minded people will be drawn to it.

After his speech, President Helfferich declared the meeting a convocation and conferred honorary degrees on Rudolph von Miller, Director of the Deutsche Museum, Munich, Germany; on William B. Murphy, President of Campbell Soup

Company; and Dr. Warren Shelly, Chairman of the board of N. W. Ayers. All of these institutions were celebrating, like Ursinus, one hundred years of service.

Special forums during the year included a speech by Scott Carpenter, astronaut, and numerous musical events. A Centennial Medal was struck off and presented to those deemed to have made various worthwhile contributions to the College. A special issue of the *Weekly*, featuring pictorial and written highlights of past issues over the years, contains an editorial by Alan Gold '71 that summarizes the present condition of the College:

> Ursinus College can boast a record enrollment of 1,130 students from twenty states and four foreign countries, plus about 1,000 in the evening division—a lower than average tuition rate, a higher than average percentage in graduate level work and will soon nearly double the major buildings on campus. It has escaped student protests and riots.

Thus we see that constant appraisal having long been a part of the College, much praise is due it in its Centennial Year!

Simultaneously with the ending of that year, the term of office of President Helfferich was concluded by his resignation after twelve years of vigorous, devoted service to his Alma Mater. These words are taken from his final President's Page in the *Alumni Journal* issue for the Summer of 1970:

> Dr. George Omwake one time announced that "This college was founded in prayer and in debt." . . . Ursinus College cannot long exist without a fair share both of faith and of debts. By faith we accepted the debts of recent years to build Wismer Hall, several dormitories, an administration building, a library, a second science building. And now we begin the long-sought gymnasium. . . .
>
> The founding fathers of Ursinus College (my paternal grandfather was one of them) must have had to venture as if they were sure of what they were doing. Yet I think they knew deep within themselves that time might prove them wrong at one point or another. The long sweep of ten decades has vindicated their venture. And with something of the same uncertainty about the decisions we make, we cannot refuse to venture in our day as our fathers did in theirs.
>
> I must confess it's been sheer joy for me to be so inextricably involved in the complexities of Ursinus College. This campus has been my very life during the majority of my years. I have a fond store of memories, a stockpile of satisfactions, a handful of regrets. Most of all, I have sufficient faith that our debts, spiritual, economic, educational, will be met by those who succeed me in leadership.

Dr. Helfferich has become the first Chancellor of Ursinus, and is still giving to the College his valuable services. The campus gives concrete evidence of his leadership during his presidency; then there are the intangible gifts to the spiritual, intellectual and social life of the College, just as real if not so easily enumerated. He brought the College through to its Centennial Year able to look back on its first hundred years with justifiable pride.

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